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ABSTRACT

Summarized are proceedings of a 3-day special institute in Syracuse, New York, for teachers and paraprofessionals to examine the role of the teacher aide in public school programs for emotionally disturbed children. Noted in two greetings are types of aides such as audiovisual aides or lunchroom aides in New York public schools, amendments to education laws that focus on teacher aide certification, and the functions of the interstate certification project. In the keynote address, Dr. Joseph Halliwell discusses widespread confusion over the role of aides and outlines a procedure for the training and effective utilization of aides. Considered in a presentation on teacher aides in public schools are recruitment and selection, role definition, training, and evaluation. Teacher aides and the medical model are the subjects of the following paper. Reported upon is a workshop for participants to discuss the role of aides with emotionally disturbed children and to discover individual talents for better aide utilization. Focused upon in a panel discussion are such topics as goal setting for emotionally disturbed children and the career ladder for aides. Additional paper is included in which is is maintained that putting aides on the career ladder compromises teaching as a profession. In a conference evaluation it is reported that participants were generally enthusiastic despite an unsatisfied expectancy for learning how to handle emotionally disturbed children. (MC)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

# utilization of teacher aides in public school programs for emotionally handicapped children

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# UTILIZATION OF TEACHER AIDES IN PUBLIC SCHOOL PROGRAMS FOR EMOTIONALLY HANDICAPPED CHILDREN

**Proceedings of the Institute**

February 17-19, 1971
Randolph House
Syracuse, New York

The State Education Department
Division for Handicapped Children
Section for Emotionally Handicapped Children

Division of Teacher Education and
Certification
Bureau of In-Service Education

In Cooperation with the
Department of Special Education
Syracuse City School District

Special Study Institute, Funded through Section 301 P. L. 85-926, as amended
U. S. Office of Education

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We also wish to thank Mrs. Amalia DeJoseph for her assistance in typing and collating the conference proceedings.

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## PREFACE

This publication summarizes the proceedings of a Special Study Institute held in Syracuse, New York, February 17, 18, and 19, 1971, under the sponsorship of the Division for Handicapped, Section for Emotionally Handicapped Children, New York State Education Department and the Syracuse City School District. This Institute was funded through Section 301, P. L. 85- 962, as amended, United States Office of Education.

The purpose of this Institute was to bring together teachers of the emotionally disturbed, para-professionals working in school programs with emotionally disturbed children and administrators of special education programs, for the purpose of examining the role of the teacher aide in public school programs for emotionally handicapped.

The conference structure departed from the usual didactic format that participants traditionally suffer through. After each presentation the participants themselves were engaged in process groups. The groups were mixed so that each group consisted of teachers, aides and administrators.

Although the intent of the Institute was to focus on utilizing aides in public school programs for emotionally handicapped children, it soon was apparent that the participants and Institute staff were focusing on more basic issues. The role of the para-professionals was the central issue that rose again and again throughout the Institute.

The Editor has taken the liberty to include a paper which eloquently expresses an opposite view than the one espoused by most of the participants. This view, that para- professionals should not be utilized in school programs for emotionally handicapped children, raised an issue that was not presented during the program presentations.

The overall Institute was evaluated by the participants and the results are reported at the end of the proceedings.

## GREETINGS

Mr. Arnold Berger, Assistant Superintendent
for Pupil Services
Syracuse City School District

The Syracuse City Schools and its Special Education Department welcome you to this Institute. Our City Schools are deeply involved in the use of teacher aides in working with emotionally handicapped children. Many of our people are here now. I hope all of you can get together and come up with some fresh ideas which will help you be as effective as possible with emotionally handicapped kids. It's time some of them had a better chance at winning.

## GREETINGS

Charles Matkowski, Supervisor
Section for Emotionally Handicapped Children

It is a personal pleasure for me to be here and to welcome you on behalf of the Division for Handicapped Children. I wish to thank your respective superintendents for allowing you to attend and also the U. S. Office of Education for approving this Special Study Institute. Although this conference is public school oriented, many issues are related to educational programs located in institutions. Therefore, we have invited and are pleased to have with us teachers and teacher aides from the Department of Mental Hygiene's hospitals and the Department of Social Service's Training Schools. Of course, these three days would not have been possible without the cooperation of the Syracuse City School District and The Education Department's Bureau of In-Service Education.

A Special Study Institute is a method used to dwell upon a particular topic for a short period of time. The federal funds used to sponsor this Institute are reserved for teacher training. Therefore, the Proceedings of this Institute will be made available to interested New York State educators.

Several years ago, an Institute such as this would not have been possible. Although the concept of para-professionalism is not a new one (the first national use of para- professionals was probably in the medical field where we have had medical assistants, dental assistants and nurses aides for many, many years), the idea of a public school "para-professional" did not catch on until the mid 1960's when federal funds under Title I became available to local school districts. This sudden influx of money to a local school district created positions for a person who is not a teacher but who carries on some of the functions of a teacher. The use of public school para-professionals mushroomed without much planning.

In 1969, a department survey disclosed there were 10,000 paid and almost 5,000 voluntary para-professionals serving the New York State public schools in over 100 roles such as:

*audiovisual aide*
*elementary homeroom mother*
*twirler assistant*
*bus monitoring aide*
*detention aide*
*typist aide*
*noon-hour playground aide, etc.*

The survey also pointed out:

*lunchroom aides were the most commonly paid para-professionals*
*library aides were the most common voluntary para-professionals*
*a high school diploma is the most typical educational requirement for all para-professionals*
*there was little opposition to the use of para-professionals by school boards, parents and teachers*

Rather than opposing the use of aides, teachers of emotionally handicapped children as a rule are most happy to have another adult readily available to lend emotional support to a child in need of individualized attention. However, all is not rosey. . . .

In her role, a teacher's aide can be frustrated in the following ways:

*She knows that she is not really the decision maker*
*She has a low position in staff hierarchy*
*She may be the last person to know of a policy decision*
*She may also have a feeling that her role as teacher's aide is a dead-end job.*

To overcome the dead-endness experienced by many para-professionals, New York City together with City University recently announced the details of a $450,000 plan to allow the people who serve as teacher aides to attend college and to become teachers themselves. In this plan para-professionals having high school diplomas can enroll in college and by means of a series of steps will become eligible for a degree leading to a teacher's license. It was reported that 1,800 para-professionals had signed applications and there are indications that 4,000 more will apply. So at least in New York City, the role of a teacher's aide need not be a dead-end job.

I understand that most of you have submitted issues you wish to have discussed. Be sure they are! The Institute will not be a success for you or for us if any participant goes unheard. In this regard, you will be filling out evaluation sheets. Feel free to be critical. It is only by heeding legitimate criticisms that we can strive to improve future programs of this nature.

Have a successful and enjoyable three days.

## GREETINGS

Helen Hartle, Project Director
Division of Teacher Education and Certification
Interstate Certification Project

I would like to welcome all of you on behalf of Dr. Vincent Gazzetta, Director of the Division of Teacher Education and Certification and Mr. Mike Van Ryn, Chief of the Bureau of Inservice Education. My particular job with the Division is Project Director for the Interstate Certification Project which I will describe briefly for you in a few minutes. One important function of the Division of Teacher Education and Certification is performed by the Staff Development Section which concerns itself with, among other things "differentiated staffing" and the "career ladder" approach to school staffing. Through a variety of programs at teacher training institutions and local school districts, the Division fosters and supervises training of supplementary school personnel, and encourages new approaches to school staffing. Funds for these programs are made available in part from federally sponsored programs and in part from state sources. Proposals are submitted by institutions and school districts for the training of supplementary school personnel to the Division for funding. The role of the Staff Development Section is to review proposals, fund the most promising and offer consultant services to those programs which have been funded. Further information about these programs and their locations is available through the Division.

A second function of the Division which should be of interest to you is the certification of Teachers and Supplementary School Personnel. I would like to call your attention to the amendments to the Regulations of the Commissioner of Education Pursuant to Section 207 of the Education Law which I have distributed. Those regulations which should be of interest to you are as follows:

*Amendments to the Regulations of the Commissioner of Education*
*Pursuant to Section 207 of the Education Laws*

Part 80
Teacher's Certificates
80.33 Supplementary School Personnel

(a) Teacher Aide.

(1) A teacher aide may be assigned by the board of education to assist teachers in such non-teaching duties as:

(i) managing records, materials, and equipment;
(ii) attending to the physical needs of children; and
(iii) supervising students and performing such other services as support teaching duties when such services are determined and supervised by teachers.

(b) Teaching Assistant.

(1) Description: A teaching assistant is appointed by a board of education to provide, under the general supervision of a licensed or certified teacher, direct instructional service to students.

(2) Duties: Teaching assistants assist teachers by performing duties such as:

(i) working with individual pupils or groups of pupils on special instructional projects;
(ii) providing the teacher with information about pupils which will assist the teacher in the development of appropriate learning experiences;
(iii) assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials;
(iv) utilizing their own special skills and abilities by assisting in instructional programs in such areas as; foreign languages, arts, crafts, music, and similar subjects; and
(v) assisting in related instructional work as required.

(3) License or certificate required. Any person employed as a teaching assistant shall hold one of the following credentials:

(i) Temporary license: Upon application of a superintendent of schools a temporary license as a teaching assistant may be issued to a person having the qualifications defined in (a) below:

(a) Preparation: The candidate shall have completed a four year high school program or its equivalent. Such study shall be supplemented by training and experience appropriate to the position in question.

(b) The application for this license shall be filed on forms prescribed by the Commissioner and shall include the following information: the name and address of the candidate; the candidate's education, related teaching; administrative and/or supervisory experience; occupational and/or practical experience; and other unusual qualifications; a description of the teaching assistant's duties; a description of how the teaching assistant will be supervised; a description of the employing school district's in-service training program for teaching assistants and the professional staff utilizing such personnel and a description of the district's plan for using teaching assistants.

(c) Time validity. The temporary license shall be valid for one (1) year from date of issuance. No more than two temporary licenses may be issued to the same individual.

(ii) Continuing certificate. Upon application of a superintendent of schools a continuing certificate as a teaching assistant may be issued to a person having the qualifications defined in (a) below:

(a) Preparation. The candidate shall have completed six (6) semester hours of appropriate collegiate study in or related to the field of elementary and/or secondary school service at a regionally accredited institution of high education or at an institution approved by the Department. The Commissioner may approve alternative preparation as required in this paragraph.

(b) Experience. The candidate shall have completed one year of experience as a licensed teaching assistant or as a certified teacher in an approved school.

(c) Time validity. The continuing certificate shall be valid continuously, except when the holder thereof has not been regularly employed as a teaching assistant in the public schools of New York for a period of five consecutive years. in which case the validity of the certificate shall lapse.

Finally, I would like to describe very briefly the Interstate Certification Project which is my responsibility. The Project is a federally funded effort to make it possible for educational personnel who have been certified in one state to move to another state without the necessity of being recertified. Twenty-eight states have passed the enabling legislation and twenty-four states have signed the first interstate contract covering teachers. In progress is a similar instrument which will apply to administrators and support personnel in the schools. Yet to be arranged are interstate certification agreements of some sort covering vocational educational personnel not covered by the other contracts; and, of interest to you, some arrangements for exchange of certificates for supplementary personnel such as teacher aides and teacher assistants. Although this goal might take some time, perhaps you can look forward in the not to distant future to the time when your own New York certificate might be accepted by another state should you find it necessary to move. Progress reports will be issued periodically from the Division of Teacher Education and Certification.

If you have questions about any of the projects I have mentioned, or any other of the activities of the Division, I would be happy to answer them now or during the next few days. I appreciate the opportunity of being with you and hope that I might be helpful to you during the remainder of the Institute.

## KEYNOTE ADDRESS

Dr. Joseph Halliwell
Department of Administration & Supervision
St. John's University
Brooklyn, New York

*Para-professionals Problems and Promise*

The utilization of teacher aides in the field of education is of fairly recent vintage, and there is little hard research data available in the area. Much of what is available is based on logic and survey rather than on any real kind of experimentation. Therefore, it is difficult to go into this area and tell you, "this is what you should do."

Someone mentioned the medical model, the use of ward boys, ward girls, nurses and all kinds of ancillary services. And certainly this model has not been too familiar in education, up until recent years. We have always tended to do things in a certain way in education and the longer we persist in it the more we assume it's the right way to do things. But there are a number of options open to us. Many of them are viable options which we have not considered up until the present time.

The first thing I should point out in the area of teacher aides is, that it is actually an area that has been characterized by a great deal of confusion. This confusion has not abated in recent years, in fact within the past year or two it has been exacerbated to some extent by the problem of teacher unionization, negotiations, etc. In facing this audience tonight I might add, I did become very frightened as I saw the bibliographies on the teacher aides, etc. all set out. I thought to myself what kind of an audience am I facing. Many of you as teachers can't be sure whether you are teaching all of the students or whether you are boring some. So you decide you will shoot somewhere in the middle, and hope that you hit. I am shooting down the middle this evening and I hope when I talk to you that you will have some idea of what I'm talking about and that perhaps there will be some merit in my talk.

First, in relation to the subject of confusion, let me point out that many occupations and many professions today are undergoing the same kinds of problems that education is. For example, what are the roles and functions of nurses and medical assistants. This is a new area that they are talking about in medicine today, developing medical assistants. The medical profession at the present time has a number of problems dealing with the role and function of the physician, of the proposed physician's assistant, of the nurse, of the ward personnel, etc. However, the problem is not only in the area of medicine it also exists in the area of education. Particularly within recent years we have received a great deal of attention, or we have focused a great deal of emphasis on differentiated staffing. I am sure that you are familiar with the work in this area. Let me just quote a little here from Dwight Allen and Glenn Hawkes. "Teacher education has marched on oblivious to new definitions of roles. We have been content to treat teachers as interchangeable parts. For instance, suppose we have three third grade teachers whom we assign Russian Roulette style pretending that all the children will get an equally taught third grade. You and I know that this simply is not going to be the case. Teachers are not interchangeable parts, etc." They go on pointing out how the tasks for different teachers should be different. In continuing: "We should differentiate the instructional staff not only along disciplinary lines but also along such specializations as technology, instructional processes and delineation of teaching skills. Staff differences must include both horizontal differentiations and vertical differentiations which are hierarchical stations of responsibility and compensation. Promotion must be divorced from time and degrees and senior teaching roles defined to parallel status with the most senior administrator of the higher education positions. Not only must teacher education programs be adjusted to individual teacher role preparation but they must train para-professionals to handle the jobs that now fail to utilize teachers economically."

However, now and then another article (Allen and DeLay, 1966) goes on to say, in talking about para-professionals, that, "Instructional aides under the supervision of teachers will tutor individuals or small groups of pupils in specific skill development. They will work with them on research projects, demonstrate specific operation and experiments in classrooms, laboratories and shops. And, in fact, perform many duties now considered professional in nature." Just what kinds of operations, what kinds of tasks, should be performed by people functioning as para-professionals, teacher aides, call them what you will?

I would like to read from a particular article by Laurel and Dan Tanner 1969 which appeared in Education Leadership and was a survey of the fifty states of the United States asking them what their policies were with respect to teacher aides, what specific legislation had been passed with respect to teacher aides, etc. The title, I think, gives some indication of their findings. The title is "The Teacher Aide: A National Study of Confusion." While the function of such personnel is ostensibly to relieve teachers of non-teaching duties, the literature indicates growing confusion as: a) their legal role in the school classroom, b) as to what constitutes an act of teaching or instruction as contrasted with a non-teaching act.

In attempting to answer these questions, the Tanners sent a questionnaire out to the fifty states and this is what they found: there is legal statutes concerning aides in ten states. That is, there are state statutes and regulations governing their use. In eleven states which do not have state statutes there are guidelines developed by the State Education Department defining and delineating the duties of aides. However, over half of the states have no real guidelines and have no legislative statutes.

Even those states which have statutes present a number of confusing issues. For instance, supervising study halls is permitted in some states and illegal in others. Some maintain teacher aides can supervise study halls, others maintain they cannot. The use of aides in instruction in regular education programs in some states is determined by statute and some by State Education Departments and others by the school district and further, in California, the role is determined by the teacher. In California, if you as a teacher, want to walk out of the classroom for the day, and leave the teacher aide in charge that is perfectly all right. I do think this points out that there are tremendous differences with what you can do with aides. In Wyoming for instance, under no circumstances will the aides be involved in the instructional process. Some of the states that have statutes say that they will not be involved in the instructional process. What does instructional process mean? The Tanners go on to point out that it varies from state to state. For instance, some state statutes say that aides can only perform non-instructional duties. What is a non-instructional duty? How about correcting papers? Is that instructional or non-instructional? The answer in New Jersey is it is instructional and therefore, para-professionals can't do it. In Vermont and Oregon, non-instructional and, therefore, permissable for para-professionals.

The statutes also talk about aides and various educational functions. Should the teacher be present at all times when the aide is functioning? In Vermont the teacher must always be present. California the answer is no. Requirements for a teacher aide vary with the state and the community, etc. In fact in one study on teacher aides, it was found that approximately one third of the districts surveyed had no requirements. The Tanners pointed out that the findings of their study point to there being no directional trend in policies, regulations and legislation covering the role and function of teacher aides in the fifty states. They also point out the problem of role conflicts. If there is no carefully delineated statement or purposes, of roles and functions, they would maintain that inevitably there would be certain kinds of conflicts. The Tanners have raised a number of provocative questions.

Some of you may be familiar with the work of Riessman and Gartner. They maintained that at the time of their study which was approximately two years ago, there were close to one quarter of a million teacher aides in the United States. They tried to focus on the relationship between the para-professional and pupil performance. In going through the USOE materials they examined over one thousand compensatory programs for the disadvantaged from 1963 to 1968 they found that only twenty three of these Title I studies yielded measurable educational benefits of cognitive achievement. Eleven of these involved the use of para-professionals. What Riessman and Gartner are saying is that a dispraportionately large number of the studies that were effective did use teacher aides and that

despite all the confusion, problems, etc. attendant to the utilization of teacher aides there still seems to be evidence that when they are utilized effectively they do produce positive results. They do point out, however, that we do not know how many of the unsuccessful programs utilized para-professionals or what other factors accounted for these results. They speculate that when teacher aides are utilized the teacher is free to spend more time teaching, that there is more individualized teaching and learning and that a second adult in the classroom gives the children another person to relate to, to work with, and to serve as a model. It also gives the teacher more time for preparation and an adult in the teacher audience gives encouragement for more preparatory work on the teacher's part.

In the state of Oregon they have studied this matter at great length. They have developed a project detailing both the benefits and costs of utilizing para-professionals. The conclusion is that the whole area needs careful study and evaluation.

One of the problems in any area of education is that we oftentimes make certain kinds of assumptions. For instance, quoting from Bredemier (1968) talking about the problem of urban disadvantaged: "If you reduced the pupil-teacher ratio by about 50% and double the per pupil expenditures in the schools serving the disadvantaged you will make most students, parents, and teachers happy. It will not make much difference in student function." The studies on class size by Haberman and others have confirmed this and show that merely reducing class size does not produce positive results. The utilization of aides is not necessarily going to result in improved achievement on the part of students.

Many other aspects of education today have the same problems. For instance, McLaughlin's (1969) studies in the state of New York on non-graded programs show that there is no difference in achievement between graded and non-graded schools. However, when you scrutinize his analysis carefully, what he is really saying is that the schools that are purportedly non-graded are not really non-graded at all. In fact, we would give a number of other illustrations of this sort. And so too if you bring aides in, and still continue a sterile kind of program, oftentimes you are going to have problems. For instance, in the city schools with disadvantaged students etc., we know that the programs are not attuned to the needs, interests, and the orientation of boys. There is ample evidence of this. Certainly some of you have seen MacNeil's studies and others that indicate that our programs in elementary schools are really not made for boys. I really don't know who they are made for. I always like to quote from one of the major reading series for ten year old boys. The story (cited in Fantini and Weinstein's, The Disadvantaged: A Challenge to Education 1968) goes something like this: (it is one of the stories in one of the major readers) "I hope we don't have to wait much longer for the arrival of the school bus," said Sammy. "This icy wind is choking." "I am convinced the bus is stalled in a snowdrift somewhere out in the valley," said his schoolmate Bill. "It is fairly level along here and the snow hasn't drifted, but on a curvy mountain road it's a different story. Let's go home and get out of this bitter cold." What you say may prove to be right, but I think we should wait a little longer," argued Sammy. "Don't you remember how the bus driver fought his way through the snowdrifts last year?" Do you know what the title of that that selection is? It is this: *Where Could This Happen?* The answer is nowhere! Nowhere in the United States do boys talk this way. Schools are just not made for boys. This is one of the problems in the schools. As you know, there are many others. Stop and think that many times the things we are asking for in the schools exacerbate rather than ameliorate an unhappy situation.

Now think about this. What is the purpose of aides, why do we want para-professionals? Unless we keep getting back to this point, we are going to be in trouble. Very frequently we bring certain people in, and we expect certain things of them. Unfortunately, we are oftentimes disappointed because we have not clearly defined what we expect of them. For instance, why have we employed auxiliary personnel? "Is it to create jobs for the poor? Is it to make the teachers job more manageable? Is it to relieve the shortage of professional manpower? Is it to provide more personalized education for children in a more flexibly structured classroom? The prime concern is for the child as a learner, so that there will be a more personalized education." (Klopf et al, 1969).

Others have described the situation of the aides in the United States. In reviewing a study in the state of Pennsylvania. Moody and Rookey (1968) state some of the things that one should avoid in working with aides: a) First of all, they point out that aides occupy a catch-all category. When you say "I am an aide" what does it really mean? b) Rarely does the school district capitalize on the full potential of the aides training. c) Many districts trained aides in a certain way and then realized that the teachers were not utilizing them or they were utilizing them on tasks that could be performed before they took any training. d) The advancing of aides in the educational hierarchy was seldom practiced. One illustration given is in New York City where a program has been established where someone can go into the program as an aide and go right up to a classroom teacher. In most cases there was no advancement provided for aides. e) In most districts in-service education was sporadic and unstructured. The education provided for aides was not consistent with job expectation. f) In many places they wanted them to have one or two years of college and they were asking them to do the kinds of things that an 8th grade graduate could very easily do. g) The duties were rarely governed by his or her educational qualifications. h) Salary was not based on specific assignments but put in one classification in most school districts. i) Supervision by teachers and administrators was, at best, haphazard.

Furthermore, the aides were usually under the supervision of more than one person. This created a number of problems which you who are familiar with personnel know. They also discussed the frequency of duties by the various aides. Let me list five or six in descending order of frequency: a) duplicating tests and other materials, b) classroom housekeeping, c) typing class material and tests, d) setting up audio-visual equipment, e) helping with children's clothing, f) supervising playgrounds, g) correcting tests, homework, workbooks, h) reading aloud at storytime, i) assisting in the library and collecting money. These are some of the more frequent ways in which aides are used.

By the way, it varies markedly; in some school districts the aides are actually teaching. In others, they did not even touch anything that smacked of being instructional.

In the Bank Street College Analysis of fifteen programs, (Bowman and Klopf, 1968) they pointed out that when carefully selected, trained and placed; auxiliaries seemed capable of assisting directly in the learning-teaching process. Training, preferably team-training of teachers and auxiliaries was seen as essential to the effective use of auxiliaries. One of the findings in the area of teacher aides is that the training developed in a team approach is usually more effective. They also said that job definitions were necessary. They say such definitions should be applied flexibly however, to meet the needs of each learning situation. Once again, if you are going to utilize or employ aides, qualifications and training should be contingent on the particular problems and situations in your district.

*For an excellent source of possible tasks for para-professionals see Bowman and Klopf, New Careers and Roles in the American School, N.Y.: Bank Street College, 1968.*

Career development—the assurance of stable employment, opportunity for advancement, training for each job sequence, was found to be least evident but most crucial throughout the country. What they are pointing out is that very few school districts, or states for that matter, have a career ladder for aides.

Most teachers spend too much time on tasks that do not require professional responsibility. Whatever role is developed for the para-professional the teacher will remain the diagnostician, the organizer of learning experiences, the decision maker in learning situations. The central reason for employing para-professionals, is therefore, to afford teachers needed auxiliary personnel to work with them and provide a range of services to students.

Actually what are the possible values and contributions of aides? Bazeli (1969) in a comprehensive study through the United States points out that one of the major advantages of aides is that they can interpret community sentiments and needs, and can identify and contact indigenous leaders. They can interpret to the professional staff the substance of unfamiliar sub-culture mores motivating pupil behavior, and influence to a certain extent the curriculum offerings and teaching strategies in the school. I would like to summarize the studies done by Gottlieb (1963) which I am

sure many of you are familiar with. It points out some of the problems of middle class teachers, particularly middle class teachers like you. Gottlieb, in his study of negro and white teachers, and negro and white pupils from low income families, found that in general black teachers came from lower income homes, and from homes where there were no fathers, and were younger than white teachers. Black teachers were more satisfied with teaching and tended to see children as energetic and fun-loving. White teachers saw the same children as talkative, lazy and rebellious. White teachers emphasized the lack of ability of students, lack of motivation, discipline problems, and the parents were not concerned, whereas, black teachers listed large classes, poor equipment, lack of supplies and lack of proper curriculum as sources of job dissatisfaction. I should point out that we are not dealing just with black and white teachers but with white teachers who generally come from higher socio-economic backgrounds.

Recent studies have shown repeatedly that when you get teachers from certain backgrounds oftentimes they not only are unaware of the motivation of students from different sub-cultures but they are guilty of self-fulfilling prophecy, which of course has been described in such books as Pygmalion In The Classroom and others. The aides can serve a really unique function in allowing many of these teachers to see that the motivation, background, etc. are sometimes not quite what the teachers assume. When they see the children in a different light, we once again have a self-fulfilling prophecy where teachers begin to see that the kids have a certain kind of interest and ultimately the kids begin to function in that fashion.

The Bank Street group (New Partners in the American School, 1967) has listed a number of needs of children and how the auxiliaries might meet these needs. They point out that education which is geared to the needs of each child is important to all pupils and crucial to the disadvantaged. Both teachers and auxiliaries may develop a different quality of relationship which is more pertinent to the child's needs when there are several concerned adults instead of one. Free movement and varied activities are particularly helpful to children with a high anxiety level who consequently exhibit restlessness and short attention span. Freer movements, more small groupings and a wider range of activities are more feasible in a classroom with an aide than in a situation where one person is working all alone, in an overcrowded classroom with an overloaded schedule. Let me give you an illustration: have you ever walked into a classroom where they begin reading at 9:00 A.M. in the morning? Walk in that classroom and see what is going on, walk back at 9:30 and then walk back at 9:45. I will tell you what you'll find in most schools in the United States. At 9:15 most of the children in them are working, at 9:30 half of them are not working, at 9:45 three quarters of them are not working. Why? Observe the teachers divide the kids up into three groups. It does not matter what the range is, whether it is a monolithic group or a highly heterogeneous group, just three groups ... and that is only on the primary level, the intermediate level doesn't even have that. The primary grades virtually always have three groups, they may be the blackbirds, the bluebirds, and Robins or X - Y - Z group. The teacher sits with the top group first and then the top group sits down and finishes their workbook assignment. Then what do they do? If they are good kids, they draw. When our kids get out of school they may not be the best readers, they may not be the best in math, but they are the best drawers in the world. Why? These teachers do not have enough time to really work with these kids, so the kids have to mark time. Utilizing an aide effectively can really ameliorate the situation and enable a teacher to have small group instruction while someone watches the rest of the class.

Communication between middle class teachers and lower class students is frequently difficult, because of language and cultural barriers, lack of common experience, and the inability of disadvantaged students to express their real feelings appropriately and constructively. The auxiliary who lives in the child's own neighborhood often communicates to the child in a way that is neither threatening or strained. He may help the child adjust to the world of the school and also interpret some aspects of his behavior to the teacher. Furthermore, insecurity about adequacy in coping with his life is a stumbling block for any child. It is a frequent problem for those who have been subjected to indignities and inequalities of living from early childhood on to adulthood. The low income auxiliary must face up to overcoming some of these difficulties and frustrations the child now faces, assisting the child by his very presence in the school. It can be done - you can succeed here.

Lastly, the parent who has himself failed in the school setting sometimes tends to be hostile and ridicule education. Home-school conflict sometimes becomes destructive in the child's learning. A neighborhood aide in the classroom can help them support their child's learning. For the parent to understand the school's goals, they may be the best interpreter of the school's goals in the community. Further, parents, auxiliaries, and teachers may alter each other's ideas or behavior and thus reduce the guilt between child home and school.

Very briefly, let me cover three or four areas. You will of course be covering most of these in depth during the remainder of this conference. Certainly there is an area of concern in the pre-service education of aides. Once again Bazeli (1969) in studying these, has pointed out that there are a number of component parts that are essential. He points out first of all there should be an orientation to the organization of the school district and the operational structure of individual schools, with attention to educational processes and programs. An examination of the roles of the sub-professional staff in the school organization, their work relationships with other school personnel, conditions of employment, promotion, and retention. Eventually, Bazeli points out, these conditions will be negotiated in union contracts. I think he is correct. As many of you know, New York City already has a union contract for teacher aides. He also feels such aides in pre-service programs should have an overview of child growth and development with special attention to the problems of children, as they strive for emotional, intellectual and social maturity. The policy concerning treatment of pupils must be carefully spelled out. Bazeli also points out that the teacher should be involved in a team relationship. One of the major causes of failure and conflict in aide programs is that the teachers, administrators and aides oftentimes develop in complete isolation. The teacher would have nothing to say about what kind of aide she would like to have, etc. There have been many unfortunate consequences. The in-service program should be planned and conducted on an individual school level. These programs should reflect the peculiar needs of the school, the staff and community which it serves. Para-professionals should be given every opportunity for development leading to increased pay and promotion.

There are a number of other areas that we talked about in the pre-service and in- service education of teachers but I am sure these are the areas you will be talking about in the next few days. One of the areas that I glanced over and want to go back to is one of the major sources of difficulty. There should be a delineation of responsibility and guidelines for all aides to follow. One of the major problems in this whole area is that in many places the teacher really doesn't know what the aides are supposed to do, and the aides don't know what they are supposed to do. The teachers have not been trained to use these aides. They feel it is an acknowledgement of ignorance if they go up to the principal and say, "How am I supposed to be using them?" We did a survey in a school district on Long Island whose name I won't mention. We went in and found out that approximately three quarters of the aides were sitting down most of the time. In other words, the teachers had not really learned how to utilize aides. They didn't know what specific functions were to be expected of the aide. Both teacher and aide will work together more effectively if both understand their major roles and responsibilities.

The public schools of Oregon have developed an outline of responsibilities for the teacher and teacher aide. A few of the points that they have developed: 1) presence of the teacher aide does not lessen the teacher's responsibility, 2) communication between teacher and teacher aide should be open, they must be able to exchange information about pupils and discuss their own relationship, 3) the teacher and teacher aide should have planning and evaluating conferences, (this is one of the major criticisms of aides - that they are not involved in planning or evaluating what went on, so that many of them really don't know whether or not they were effective) 4) the activities of the day should be planned by both so that all personnel are used to the fullest, 5) the aide should be able to take charge if necessary in the momentary absence of the teacher, 6) the aide should be assigned to one teacher only and not be assigned other duties in the school building - to keep morale at a higher level, 7) if a substitute is assigned for a day the substitute assumes the responsibility of the teacher. The aides feel they know more than the substitute, they know the kids etc., and in many cases they are right. Once again, you must start with some kind of policy or procedure.

In some states, the aide takes over for the substitute; Delaware is an illustration. It differs from state to state. It is important that the para-professional understand the philosophy of the district in regard to disciplining the children. In the state of Oregon the aide has no right to punish the children, this only rests with the teacher.

The last point is, tasks assigned to the aides should be increased gradually. Once again, as with student teachers, we give them more and more work to do over a period of time. The same course should be taken with aides.

Let me list some of the major activities that have been found in a number of studies (New Partners in the American School, Bank Street, 1967) in three areas: 1) activities which directly support the learning-teaching process, 2) activities which help the teacher be relieving him of non-instructional duties, 3) examples of activities which provide a link between the home and community. Part of the learning-teaching process is taking charge of small groups, taking charge of a project while the teacher works with another group, listen to a pupil telling a story, giving a pupil a chance to show he can do something well, giving pupils a chance to show they can help each other, interesting restless pupils in some of the available activities, helping pupils learn how to settle an argument without a fight, and helping pupils look up information in a book, etc. All activities which help a teacher by relieving him of non-instructional duties: preparing audio-visual materials, keeping health and attendance records, checking supplies, filing and cataloging material, and getting the classroom ready for the next day. Activities which provide a link between home and community: visiting parents and children who are new to the school, reporting to the counselor problems observed in home visits so that appropriate action can be taken, talking with parents of children who have been absent, and helping to organize and plan parent meetings.

One of the basic questions that occur to virtually anyone who becomes involved in a para-professional program is: what qualifications should a para-professional have? Since all para-professionals will not have the same skills and perform the same functions, their qualifications and salary should vary. A lunchroom aide does not need the same skills a lay reader needs. A clerical aide may only need a high school education. A graphic artist to prepare instructional materials may need two or more years of college. Teachers, aides, school districts, communities, etc., should develop job classifications. The specific job will dictate the aptitudes needed, qualifications to be met, and pay to be received. We cannot talk about qualifications for aides until we first delineate and describe the kinds of functions the aides are going to serve. A number of districts have hired people, and in some cases have trained people in a certain manner and then when they began to look for what jobs were available, they found the training really was not appropriate. Once the qualifications are determined some careful thought should be given to ways of attracting the aide, giving the aide the opportunity to rise in the hierarchy, and to see this as career opportunity.

Let's say you get a really good aide, some teachers have found this: they get a good aide, she does a fine job and within a year or two she leaves. There is no incentive to stay, the salaries are oftentimes static or fixed and there is nowhere they can go in the hierarchy. Many school districts have talked about a career ladder. Referring back to New York City they talked about allowing a teacher aide to go on and become a teacher assistant, and then allowing them to go on further to become a teacher associate. Furthermore, to go on to become a teacher intern and then a teacher. This involves the cooperation of institutions of higher education as well as the local school districts.

All these areas we are talking about vary. The aides require a minimum amount of education. In some places where they do have teacher associates they require the aide have a degree from a community college. Once again, this means there is a program in the area to service these people. If there are programs available 150 miles away or at night after a long day's work, they are not too realistic and actually are empty promises to these people. The career ladder is one of the things that almost all the theoreticians in the area of teacher aides are concerned with, that it is an essential aspect of a true semi-professional status. The opportunities for advancement are then there if the person does a good job and wants to go on.

There must be money put in these programs and hard money, not soft money. Many of the programs today are soft money. What that means is that next year the state or federal government may cut out that money. What happens is your most able people realize there is no stability, there is no security in this kind of job and these are the ones who tend to leave. Oftentimes you end up with the residue, teacher aides whom you might have been better off without. Career development must not involve undue hardships.

One of the things that has rarely been discussed in the area of teacher aides that creates a great deal of dissention and difficulty is the problem of ethical consideration. For instance, much of the information that teachers use and share about students in school situations is confidential in nature. Using such information is a professional privilege and prerogative and should be guided by high ethical standards. Never, labor under the illusion that all teachers are so inclined. One big advantage is that teachers talk about things in their classrooms but oftentimes don't live in the neighborhood and the talk doesn't get back. If aides come from a local area and get involved very often there are repercussions. Since auxiliary personnel will have access to privileged professional information, it is necessary to have them learn how to operate on the basis of the ethics of the teaching profession. Teacher aides should know what a breach of educational ethics is as well as any other form of malpractice. Whether auxiliary personnel can be taught is a question educators must experiment with and evaluate.

I would like to cover a few more general areas. One is the area of evaluation - as you know everyone is in favor of evaluation. I have talked to doctors and they are in favor of evaluating teachers, and grading them and scoring them. I agree with them but one doctor thought I was putting him on and I told him I was serious. What I want, as long as people in medicine are going to be evaluated and scored, I want to walk into your office and where it says Dr. ... has graduated from such and such a medical school, it will say that out of 422 students he was 421st. See what that does to your confidence in your pediatrician the next time you take your kid there. They are in favor of evaluation as long as it does not involve them. In one school district where I was consulting they were adamant that the aides be evaluated. I said it was a good idea and asked if it was going to be part of the teacher evaluation. They did not have teacher evaluation in the district, you either got tenure or you didn't. They wanted the aides to be evaluated and scored each year. This situation reminds me of a story I read, "Once a principal in a large system proposed to the superintendent that all the teachers take an annual examination. The information thus gained would supplement the information from the principal's classroom visits, and would provide objective data about the qualifications of every one on the system. It would even show the aptitudes of teachers for higher responsibilities. The superintendent found the suggestion excellent and proposed it to the board of education. He liked the idea so well he decided to expand it to include the principals too, and other administrative personnel. The principals found no objection to the examinations for other administrative personnel but did object to it for themselves. They asserted that the creative and flexible nature of their work was such that an examination would not give a full and fair picture. They emphasized that they were willing to rely on the judgment of the superintendent and the central office staff in the first place. The superintendent was so enthusiastic about the idea that he proposed it one night to the board of education. They were even more enthusiastic than he. They felt that scores could be posted and persons getting the highest scores to be formally honored with a dinner and plaque. They had only one change to suggest. They would like to suggest that the superintendent be examined also and give an inspiring example to the system and a challenge to all to equal his score. At this point the superintendent praised the wisdom of the board and said that defining the proposal and preparing the examination would take some time, more time than anyone was able to give."

We are all in favor of evaluations and really we need evaluations of teacher aides as well as anyone else. Training programs for para-professional personnel should include a system of follow-up in evaluations, description of the program in progress, interviews with participants, and continuing assistance for the teacher and aides.

One area in which we have been very remiss is working with teacher aides is providing adequate supervision. In many school districts the major purpose of supervision seems to be for post mortem purposes. Whenever an aide is having problems they go in and say, "She can't handle it." They should go in initially and see what kinds of problems she is facing and what assistance she needs. Not just in terms of improving the work of this aide but utilizing this as feedback to improve the kinds of programs which will help train aides in general.

The teacher aides should be evaluated at appropriate times and by appropriate personnel. When they are evaluated and by whom will depend on their employment and other factors. Research suggests that the person evaluating the para-professional be the principal or trainer of the aides, not the teacher to whom the aide is assigned. The relationship in which the teacher evaluates the aide tends to raise certain discords between them particularly if the teacher is to be the final judge of the aides performance. The evaluator or the administrator if he is to conduct the evaluation, should not overlook the teacher's opinion in any decision that must be made. Once again, it does present a problem if the teacher in the classroom must make the decision. In many teachers you will find a reluctance to make difficult decisions about these matters.

The last point I want to mention is a summary of certain kinds of recommendations based on the rather limited research that is available and culled primarily from the Bank Street College Brochure, New Partner in the American School (1967) 1) when a school system decides to use auxiliary personnel, the program should be incorporated as an integral permanent part of the system - if you really want to attract people with potential you really have to approach a career ladder. The goals should be thought through carefully and implemented by means of definite procedures. For instance, if someone walks up to you and says, "How are things?" you first have to know what they are talking about. My term of reference is—when you talk about an aide being good, you first have to talk about being good for what. We should clearly dilineate what kinds of tasks we expect of them, etc. It is really impossible to ascertain how effective the individual has been. Once again one must say effective for what. 2) There must be cooperative planning by school systems, local institutions of higher learning and neighborhood representatives both before and after the program has been instituted. A number of schools have embarked on programs for developing aides and developing a career ladder without first clearing it with local institutions of higher learning. They call up and say we are instituting a program here and would like to know if you are interested. The universities say they are interested, etc. Then when you come in and tell them what is involved, they say find someplace else. It becomes extremely important and essential that you plan initially with all these agencies. The job definitions set a floor and ceiling for the auxiliaries activities and within those limits the auxiliaries role should be flexible, accommodating the situational and individual requirements. Career development should be fostered in terms of job descriptions, salaries, increments, and fringe benefits. Moving from routine functions at the entry level to positions which are relatively responsible and directly related to the teaching process, professional standards should be preserved, and all tasks performed by the para-professionals should be supervised by professionals. There should be orientation by the administrators and the professionals with whom the auxiliaries will be working including the opportunity for the expression of resistance where it may exist, and for resolution of conflicts, leading hopefully to acceptance of the new leadership role of the professional.

We talked earlier about need for team approach. Too frequently programs for auxiliary personnel have been developed in hermetically sealed areas. Aides were trained by one group of people and suddenly they descended upon the school. There should be a major role played by the school district, by community groups, by the aides themselves. Don't labor under the illusion that if the school district is involved this means the teachers were involved. Many programs have been consciously or unconsciously sabotaged because the teachers felt they did not play an integral part in the program. They are the ones who are going to be working with the program and it is essential that they cooperate. Frequently they feel this is a fait accompli foisted upon them without any opportunity on their part to reject it or modify it or shape it in a manner in which they thought would be most effective.

Whenever possible professionals should be asked to volunteer rather than be asked to have auxiliary personnel assigned to them without option. Once again, if you assign auxiliary personnel to teachers who are not attuned to this idea, the odds are much greater that there are going to be problems.

Let there be pre-service training of auxiliary personnel to develop communication skills, other concrete skills and basic understandings needed for success during that first week's experience, their first work experience in a school situation. One of the problems is that if you develop a program and if you just have a pre-service program, there is no real feedback as to what about the program seems to be working. What approaches need to be rectified, what needs to be modified, etc. Unless you have a continuing in-service program there is no way of telling how effective the program is and administrators begin to rely on one or two teachers or aides and these may not be representative of the district at all, they may actually be exceptions.

The in-service institutes to be developed for the team training of administrators, etc., should be on a school wide basis. The encouragement of those who desire to train and qualify for advancement be expressed in such a way that others who prefer to remain at the entry level feel no lack of job status or recognition. I think one of the problems is that we keep talking about individual differences and yet if we read the literature on teacher aides, para-professionals or auxiliaries it always strikes me as interesting that they are laboring under the illusion that all of them would like to move up. This is not so, some of them are perfectly content to work at entry level. They merely want to work there so many hours a day and spend time with their families etc. Others have the interest, desire, and drive to advance.

Hiring should precede training so that trainees will be given orientation for an actual job rather than training for a job, which in the end will not exist. Some school districts have brought people in, trained them etc., and tried to put them in positions and found out that many of them would be functioning in positions which required skills that deviated markedly from skills that were emphasized in pre-service programs.

Feedback from trainees should be encouraged, comments be received with openness and serious consideration. You really have to work with your teachers and aides as a team to get this.

The last point I will make is that an advisory committee of school administrators, supervisors, teachers, parents, community leaders and university consultants, be established to evaluate and approve the use of auxiliaries in each school where such a program is undertaken. I don't really need to emphasize the importance of this. Many people are going to be involved - there are many different levels in the hierarchy of education. If any one of these people feel slighted, it does increase the probability that the program is not going to work as effectively as it might have.

## TEACHER AIDES IN PUBLIC SCHOOLS

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To say that education today is failing is to grossly understate the situation. Teachers are threatening mass resignation if some kind of solution is not found. Problems are no longer related only to old facilities, poor textbooks, insufficient heat and broken windows. Nor are they limited to slum schools in the ghetto where community control is being sought. This isn't the same as in some of the midwestern colleges where perhaps 1,000 or 2,000 kids are graduated from the College of Education, but from our dimension at Northeastern where 500 or 600 are graduated from the College of Education it is a terribly pressing problem. It is pressing in that we gear the institution up to a point where it can accept more kids, hire more faculty, and we suddenly look out there and find there is no demand. It has in fact diminished. And yet, on the other hand, there are some saying that we have failed to supply adequate manpower.

Last night I had an opportunity to chat with some of the girls in terms of the need for schools to be re-organized and re-structured. Today we talk about para-professionals in a classroom setting with a certified teacher meeting the demands of individualized instruction, freeing teachers of several non-instructional tasks. This is the new staffing pattern. I contend that we really haven't made any significant changes.

Innovation – innovation is really changing something from red to green or yellow. I think we really need to make changes. I think we need to take a look at our educational system and re-organize the institution in its totality. It is not enough to try to find a new staffing pattern, a new relationship in a singular block of time. That is Mrs. X and Mrs. Y – teacher aide and certified teacher. We limit the real possibility of increasing or maximizing a student's real learning ability. It may be that the certified teacher is a real good reading specialist. We ought not try to take on the reading program in her room with a teacher aide. She should be set free to be in charge of or to direct the reading program or a group of reading teachers or whatever. It may be that teacher aides should be trained to a level where they in fact run the classrooms with certified teachers as technicians, if you will – as the managers who are responsible for the learning situation in a classroom.

I am not here to introduce a variety of ideas but to show a concern that I have. Can we be visionaries for a moment? Can we begin to think about what schools need to look like? I think last night we were given the task of asking questions such as what are the needs, and assessing what the needs are. I think if we look at a reasonable pattern for planning, for example: let us assume that this is a school building. In the school building we have Henry and Harriette, teachers, etc. It seems to me rather than saying (which is what is happening in Massachusetts at least) we should have a teacher aide in every classroom for some mystical reason which I don't understand except to lower the student-teacher ratio; we need to assess what the certified teacher and what the teacher aide strength and weaknesses really are. So back to our institutional setting and find out where it is most propituous to place the strengths and weaknesses of certified teacher and teacher aide. This is a new kind of organizational arrangement that I really don't see happening in schools today and I'm concerned that it does happen.

If in fact, education is the number two industry in the nation perhaps we need to begin to plan and to implement and to organize as industry does in terms of profit. How do we talk about profit and public education? What I'm trying to say is that if we look at our program and find that teacher No. 1 is good in reading, language arts, social studies and teacher No. 2 (the aide) comes off with some experience in art and sculpture, is interested in teaching music, likes to read, we then can try to plan a program which provides some maximum options for students and also place teacher No. 1 and teacher No. 2 in appropriate positions. Instead of saying - here is the classroom and we will divvy it in terms of the number of people available. Let's look at the total school program and say—teacher No. 2 is good in music - let's give the kids the best. Let's make the person who is really good and really interested responsible for that particular area. Let's put the aide in a setting,where she is adequate, feels adequate and is really interested in developing the program.

There is a lot I think we can expect in terms of a product or profit in terms of our students. We are not offering them the options they need to be offered. Often we find that schools are programmed in such a way that if students ask for Program X and we look at our chart (computer card at that) and see that it's not punched out a certain way; we say "sorry kid". But it may be that somewhere on our faculty we do have that talent – our teacher aide over here in Room 6 really can do that. We ought not to build our programs around the bureaucratic structures as much as around the talents - - the pool of talents available to the institutions. I can talk a lot about the need to re-organize and re-structure schools. To be honest we'll talk about new staffing patterns.

As it is today the staffing patterns are once again locked into the system. What we need to do is unlock them – unlock the system, assess our talents, test our strengths, test our weaknesses. Teachers have not been allowed to say: "I really don't know anything about science." When you go into a classroom you find out the kids are either getting no science or are getting it once a month; or better still the teacher aide who never heard of Madame Curie is given the responsibility of teaching something the teacher cannot teach herself, that is in terms of competency, desire or interest. She is given it also because she is not just the teacher aide but the "teacher aide." That is something we are going to have to talk about. We are going to have to talk about what are our strengths and what are our weaknesses.

Can teachers begin to talk about their weaknesses? Can a teacher come to me or the principal and say: "Joyce – about this reading program Frostig – I don't know what it's all about. What can I do about it?" We really don't have to level penalties at people who come and say "I don't know how to do it." I'd be hard pressed myself to go out and teach a course in modern math. If I had to teach math today I'd be in a whole lot of trouble. I think this is true of kids getting out of college today. They get one course in modern math. The basic courses are still in math, the old calculus, the old algebra. We are even perpetuating the cycle without saying what are our needs. What do we need to provide? What are the options we are giving these kids? Perpetuating the cycle, the system is intact; teachers and kids are torn asunder.

One of the basic problems that can be separated out is the lack of manpower to do the job and I think the lack of sufficient planning - - to continue to generate plans for supplying manpower without severely scrutinizing a system that has in fact failed. Mind you, these are my assumptions, these are my generalizations, but I think they can be documented. To continue to supply manpower without assessing the system will surely lead to disaster. This is what we have a tendency to do; we have a tendency to be very rigid. Education must be reviewed and assessed in an honest attempt to alleviate present ills. We can fill up a thousand rooms like this with the present ills in our society, as they are reflected in schools. It is not just black and white, rich and poor. It is in fact that we are not investigating the learning situation. We are not talking about education and that's the problem.

Educational goals must be consistent with preparing students for the economic, technological, social and political advancement of our times. Within the last 25 years if we started today and went on for the next 25 years we could not begin to encapsulate the technological advancements that have gone on. As much as many of us have harsh feelings about the war, about the economic situation in this country, the kids that I am dealing with at the University think that the involvement that the United States has in Vietnam is normal. They think that poverty is normal. Racism is normal; it is not something that was created prior or after their birth. This is something that they have lived with all their lives. They think that going to the moon is normal. Why shouldn't they – it's been happening ever since they have been around. They think that Salk vaccines, polio cures, the possibility of cancer cures, is a normal advancement. They are not as astounded as we are, they are not as anxious as we are. I don't consider myself anxious but I certainly remember the first television. What an advancement.

One of the questions on review today is the staffing pattern. Our concern is the great movement. I consider it a great movement which has swept the nation ever so powerfully, but in a sense ever so quietly. That is para-professional training. It has many names, auxiliary aides, non-professional pre-professional, and teacher aides. I think it is interesting when you look at the variety of names to see where they are placed. I don't know about Syracuse – I may be in trouble. I think the dimension of the involvement of the aides in the teacher aide role, as a new career opportunity, has a lot to do with what they are called.

In Boston for example, in the urban area, if I went into a program and talked about teacher aides they would throw me out. They consider themselves new careerists. Boston schools are hiring large numbers of blacks as teacher aides or para-professionals—I am afraid to use the word—I don't know which it is. It is a new career for them—they are preparing for new career concepts—the new career ladder to be an added part of their contract, for example. Let's just go on for a moment and say that the proponents of this new development—this new movement in education saw multiple benefits in our school situations. We had a lot of them listed last night. Let's review a few to give them an idea that, in fact this movement into the schools touches all segments of our society and has the potential of being the social agent for change.

What does it do for the child? For the student we can talk about greater individualization, greater classroom mobility. If you really go around and investigate you will find that mobile furniture is in most classrooms. Teachers have not found out that they are movable. God forbid that a kid should discover it first. Anyway, mobility in the classroom and more opportunity for innovation and a wider choice of options - - that's what para-professionals can do in a classroom.

Back to what I was saying earlier for teachers to be able to say—"I really don't know how to do it." In a school where I hired teachers I carefully explained to them, "This is an opportunity for you who complained about the bureaucracy, about being oppressed in the building as the kids are, to try out new ideas." I found out instantly that was a mistake. It was a mistake to even bring it up. Given the freedom the teachers didn't know what to do. They don't know what to do. Moving furniture is a perfect example. If I didn't have these tables and chairs marked out I could really unlock them. In my school I never had enough furniture for every child in the classroom. If we had 25 in the classroom there might have been 10 or 12 tables. Six individual little tables and a couple of long tables. A couple of chairs and lots of floor space. This is very threatening - teachers don't know what to do with a lot of space.

Unstructuring the structured orientation. People know which is the front of the room and which is the back, they line up the tables and nail them down. They don't mind, in that situation, being the center of the learning experience. When you unstructure and start talking about circular tables and circular rooms they don't know where they really fit in the learning situation.

I'm stressing the teacher because later when you look at the aide's role you can sympathize. It is a very difficult role. What does it do for the para-professional—the teacher aide? Well, it does a lot of very practical and basic things. It provides meaningful employment and opportunity which contributes not only to the aide's development but also contributes to society. That is something I think really needs to be understood. Basically, for the administrator it means an answer to his manpower needs and if he is really with it, it means an opportunity to re-structure his school. What does it mean to the family? Particularly the family in the urban setting. Well, it means there are advocates for their children in the classroom. It means that Mrs. Jones or Mrs. Smith who lives across the street is able to participate in the school activities; she knows the kids and the kids know her. It demythologizes a lot of the problems and a lot of the ideas that people have about schools.

I don't know about here but you can't get into a Boston public school unless you ring the bell. It takes a lot when a parent who feels powerless to begin with goes up to the school to see the teacher; then has to stand outside in the cold. I have to do this when I go see my students and it is intimidating. When you go to see the principal and he says "What do you want?" "What are you doing in my castle?" It is really quite frightening.

The use of para-professionals begins to break down some of the problems we have in communications in the community at large as well as in schools. At large it means providing a means for individuals to seek employment and educational growth.

In schools and classrooms across the nation today we are finding that more and more teacher aides are being employed. My figures at the moment are 200,000 at least; by 1977 people are talking about a million and a half aides. The State Department of Education and the teachers in Massachusetts are insisting that all classrooms have aides. Not just a few of the buildings but all classrooms have aides. This isn't true of course of the system at large. I don't want to go through what was talked about last night in terms of the history of aides. I would just like to tell you that originally teacher aides were hired as an emergency measure. They are being hired today for the same reason aren't they?

That is interesting; it really had not occurred to me before. Teacher helpers were only employed when professionals were not available. It is a concept that has changed radically. It was found though that the teacher aides were very useful in the classroom. A teacher could do a thorough job with as many as 40 pupils with the assistance of a teacher helper for one half day. One of the things I'd like to say about the number of kids in the classroom is we have found that there is no correlation between low student-teacher ratio and the quality of the educational experience in the classroom.

The free school concept, open classrooms or whatever term you use around here, from England which has swept the nation also, has 40 or 50 kids in the classroom and one teacher. There again, in this country, in my hometown, teachers are talking about 16 kids in the classroom. Last year it was 20 and now they want 16. There is a whole movement to reduce class size, parents are making demands they want the number brought down more and more. Yet I am wondering what their assumption is - aside from individualization - have they really asked the question as to whether the learning situation has improved. As I said, the original experiments were designed as a response to teacher needs, teacher shortages. There was no concern for long range follow-up, and with the coming of the second World War these programs ended.

Let me say that there have been many acts and amendments that created the new careers movement in this country. The new careers movement was really a movement to kind of provide some solutions to the problems of the poverty cycle. Many hundreds of thousands of people were hired to work in schools under the new career legislation. In brief, the legislation required local educational agencies using aides to build training programs in which both the aides and the staff participated together. Also to encourage full utilization and acceptance of training personnel on a permanent basis. So it comes from a point where the concept of a teacher aide was one of helper in an emergency. Call up Mrs. Jones and see if she will come in for half an hour to babysit.

New careerists, once tied into a school, are supposed to be guaranteed employment, once the new career money runs out, which is supposed to be in one or two years depending upon what kind of shenanigans you can manage. So the concept is changed considerably. All the new careerists movement, the para-professional movement, received its greatest impetus I think, from poverty legislation. It is not a poverty program any longer. The para-professional training is not meant solely for poverty stricken people. It has, in fact, found great acceptance in suburban and rural areas, not just in urban areas. Let's look at some of the specific dimensions of the aides in some of the following categories: recruitment and selection, role definition, training and supervision, and career opportunities.

*1) Recruitment and Selection:*

How do you recruit aides? I don't know how you do it here, but at home there are a variety of ways. We tap every resource available from word of mouth, through the media, brochures, community meetings, welfare agencies, schools and colleges, bulletin boards in supermarkets. Every possible resource is tapped for the widest selection of candidates possible. Does it work? No, it doesn't work because we are still faced with the same problem of attracting people who are operating at a level of sophistication needed to hear about educational opportunities. If you will look carefully at summer programs and see what kind of kid gets into summer programs, what their socio-economic backgrounds are—you will find the same people. Once they get tuned in and see how to manage the system—right now I know a family of 10 boys with a Mother and Father who are beginning to look around and see where they can place their 10 boys. They somehow have either fallen accidentally into this system or someone has shown them how to get involved; and now they know how to work it. Meanwhile, Miss Jones who is home with 5 illegitimate children and Mr. & Mrs. Smith who have 5 children either unemployed or underemployed, or other types of dire situations such as that; they don't even know about it. They don't think of looking at the bulletin board at the supermarket, they don't think of calling up the local college or university; they are not aware that some of the local agencies can give them assistance. This says something about our inability to assess once again, the strengths and weaknesses of our operation. If we are committed to getting the widest selection of candidates as possible then we have to find new ways. We have to admit that bulletin boards, colleges, and media do not meet the demand. We find, for example, summer programs where income was not to exceed $3,000 or $3,500. We really have to go out and knock on doors, we have to convince people to send their kids, we have to convince them it's going to be a great thing, and also go and get them. But if that's what we have to do, then we better do it. We should say—hey, this thing is not working. We know this thing doesn't work and we perpetuate it - we somehow feel comfortable doing it.

The same problem is in the classroom – the teacher knows this will make her feel adequate, will meet the need, so she continues to do it. Even though in her mind she knows she is not making it. This kid isn't making it - somehow, someone or other has to go and pull the plug out. But we are attempting to do something by trying to use teacher aides or community aides, in fact trying to find new ways of attracting people into the program. We are committed to getting a wide spectrum of people with various talents and energies into the schools. No one needs an advocate more than the person who feels he has been totally disenfranchised by the system. I feel I need an advocate when I have to go up to a building and ring a bell to get in, and then get intimidated in the principal's office. Let's look seriously at what selection really means and what we want from it. Suppose you get your candidates. What are you going to do when you get them; how are you going to screen them? The same problem you see – we're used to screening candidates with degrees and we're going to put those para-professionals through hell and we do. At college we talk about risk candidates – kids who don't do well on their college boards. Kids who don't have the money. I'd never get to college today – I couldn't afford it. So we talk about risk candidates. My argument has been and I'm not sure my colleagues hear me – if you think having risk candidates is a good idea, if you think there is some value and worth to that, then let's establish some new criteria. Let's not "weaken" our standards. If you say there is some validity and some worth in it then let's ask what it is these risk candidates have that makes it worth putting them in this program. And I say that for the hiring and screening of para-professionals. All of a sudden we use the same criteria – they have to have a high school education - they have to be able to take this written test and that oral test and this and that. I'm saying that if we're committed to this program, if we believe that para-professionals have certain abilities and experiences that the 21 year old first year classroom teacher would be glad to have - we should hire them.

What is it we're really talking about? What strengths and weaknesses do paraprofessionals have that we feel increases and maximizes the learning experience of our kids. I don't know. It's the same problem when you get a good teacher. There are some people you see teaching and they've got it. What is the mystical combination? The academic background, the personality – I call it the adequate personality. When I say adequate it doesn't mean that a person doesn't have any hang-ups; it means that a person is able to recognize his hang-ups and not let it interfere with what his task ought to be and how it operates in a task situation. That to me is the adequate personality, and as I view teachers in classrooms that is the expression that I coined; one in which a person knows his strengths and weaknesses, is able to say I don't know and does not allow his own kind of hang-ups to interfere with the way he operates with kids.

There are the same difficulties inherent in hiring teacher aides as there are in hiring teachers. Let's admit that and come up with new criteria. Let's see what it really means. It may mean that we can, in fact, find a new way. How about having teacher aides on a personnel committee and having the teacher who the aide operates with on the same committee, or numerous teachers present where the aide is likely to be placed. Along with the usual director, personnel administrator, principal or whatever, how about having the interview set up in a friendly atmosphere – having a relaxed atmosphere in which the interview committee will ask questions about a person's interests, his attitudes, and his feelings is important.

Let's really do some exploration since we're really committed to "not what a teacher teaches, but how he teaches." Believe me, I'm sure you have the same feelings. That makes a lot of difference. We remember those teachers whose attitudes were strong in one direction or the other. I remember Latin with fear because the teacher had a set of cards which she would flip over every day and I sat there perspiring and thinking "is it my day today." If you didn't memorize those words she humiliated you and debased you in a very inhuman way. Let's talk about attitudes and feelings. Let's not just talk about it for aides, let's talk about it for teachers.

Now let me say also there is no correlation between one's academic background and being successful in the classroom. So we don't have the mystical components for certified teachers. Maybe we can do some exploration in this area. Personal qualifications such as maturity, attitude, a sincere interest in children, sensitivity, ability to work as a team, sense of responsibility and a concern for personal growth. These have a high priority in any selection. Most of these things cannot be clearly defined. I can't say this level of maturity – I don't know what 90 on a maturity scale means. But if you can get people on a personnel committee who are open, who are not hung up on themselves, I think you might begin to make some headway. From my point of view candidates can range from high school dropouts to retired grandfathers.

From 16 to 60, from those without a high school diploma to college degrees, from rich to poor, from black to white, from yellow to orange. What is really needed is the inclusion of those with the ability to work with children. From as wide and varied a spectrum as possible. The commitment is to the children. The commitment is to the quality of education we provide for kids. Let's provide them with the best. Let's not get hung up on our own thing.

When interviewing you should be in a relaxed setting, in an atmosphere of mutual trust and respect. I counsel my students that interviews are two way streets. It is not just a matter of going and sitting in a room with a personnel director and psyching him out to find out what he wants you to say. It is a matter of saying, "Hey, I don't like this job, I don't want to be here. What is your school's philosophy?" Want to turn an interview into an uproar – just ask the personnel director what the philosophy of the school is. Then you're in a lot of trouble. Respect is not legislated, it cannot be demanded, it has to be engendered, it has to grow. So let's try to build up an atmosphere where mutual trust and respect can be engendered. Ideally an interview committee should be comprised of different segments of a school population. How about the kids? I seriously say, why not? Since their childhood is diminishing every day, they can be responsible at the high school level, the junior high level, in terms of what and how a school operates. What does a school do - how does it operate, where is the power base? How can we contribute in a meaningful way? You don't teach kids about the democratic process from textbooks. Kids should be given a thorough understanding of what is expected. This brings us to a definition of roles.

*2) Role Definition:*

The role of the aides needs to be spelled out as comprehensively as possible, with the need for flexibility and common sense underscored. We have reached the state of the ridiculous in public schools today. If it is not in the contract we're not going to do it. We are finding with public schools today that teachers are saying uh, uh, it's not there, I'd like to help you but I can't. Somehow we are losing what we are coming to understand each and every day more and more which is the needed component in teaching. The contract is diminishing what we feel to be an important component in a teacher's personality - that is the interest, the compassion, the empathy, the concern. I'd recommend an opportunity for an aide to observe in a classroom situation prior to being hired. Frequently, I am sure one's idea of working with the handicapped is not congruent with reality. I've met people who were teaching the deaf in Massachusetts when we had a workshop not long ago in para-professional training and one of the things that was discussed was the fact that people very often think because a child is deaf he is abnormal. He simply has a hearing deficiency; you don't have to yell and scream – it doesn't improve the situation any. Nor do you have to be patronizing or condescending. He merely has a hearing deficiency. He is a normal child. This is a problem, not just for the classroom teacher or teacher aide; it is simply an attitude we have in society. There is nothing worse than the people who patronize a kid who comes to school with a broken leg. God forbid that the leg become severed and the child become handicapped. We are over-reacting and if we really look at our feelings in a situation like that our response is what we feel and think about ourselves that creates the situation.

Once hired, aides should be provided with a handbook or something with school policy, clearly defined job description, school personnel, school resources, where you keep the science junk, who is the science coordinator, what is available and where it is. Not only aides, but certified teachers shouldn't have to walk through the school blind. Also any other information should be included which would be relevant to better acquainting an aide with what he or she will be confronted with and also by virtue of having it in his hand it is something to which she can refer at a later date. Those of you who have taken jobs where they have done this – remember your first few days in college when you read the student handbook. I really did - I was glad for it – I was really scared. When they give me something to read and I am anxious about a job I feel equipped to meet it if I have some idea of what they're talking about. Sometimes what they're talking about is not what they really mean.

*3) Training:*

What about training? Pre-service meetings. We found that taking them out of the traditional setting - taking them out of the school with the uncomfortable chairs and the principal walking in with a suit on and all that kind of business – take it somewhere where we can see people and there can be an exchange of offerings, does a lot to loosen up the channels of communication. Let's find a better setting for pre-service training and better ways of doing it. I'm not sure that we will get better ideas. Team concept needs to be explained. But I'm sure the setting itself is prohibitive in terms of what people are able to hear.

Let me say that there is no mystical number of days or hours or whatever meetings but the pre-service training meetings or periods should be of such duration to equip the aide with some competence in some basic skills to assume the role. The need for confidence and support needs to be underscored. The basic problem is not just with the aides, but with student teachers and certified teachers, it is a lack of confidence. Lack of confidence is increased proportionately with the teacher's ability to tell the boss he doesn't know how to do something. They never say it because they're never allowed to say it because the climate and environment is not there which allow this kind of free and open exchange.

The para-professional movement I think is going to be a revolutionized movement in education. Because you see we now have another scapegoat that we can use to improve the situation. So we are going to make it pretty damm hard on these people over here coming in – they're going to help us I think to re-organize and re-structure our attitudes and concepts about schools. It is unfortunate – there may be someone coming in that is under the teacher aide – I don't know. In service training programs should consist of frequent meetings – at least once a week – in which teachers and aides can raise problems in which coordinators or vice principals can provide support and praise. It is time we offered praise in the schools - not just for the kids. Talk about behavior modification, I'm in favor of it but it's something we've always had that we've been using negatively for years. We exploit the classroom situation, we exploit kids with inadequacies. That's why we don't have any confidence because our failures have been exploited. When we find out what your weaknesses are, we got you. You can work that all the way up to rumor-mongering. We feel a lot better don't we? This goes back to my design of when we find what the strengths and weaknesses of people really are we can be supporters not exploiters. You don't know how to do this so well, well maybe we can find someone who can assist you, take you out of the situation where you don't have the confidence. That is being supportive.

Teachers and aides should participate in setting the agenda, it shouldn't come out of the front office. Now here's what we're going to talk about: why don't you get to school on time, keep the noise level down. I am making it extreme – you can say it is extreme in some situations but I can think of a lot where it's not. Teachers and aides - the team should be allowed to participate in planning the agenda.

Needless to say teachers working with an aide need to know what the aide is trained to do as well as what the aide expects to do. Effective use of the aide requires evaluations of the strengths and weaknesses of both teacher and aide. For better program planning I would recommend a teacher training component as well should be built into a teacher aide program. The training should have classroom management, skill development, classroom procedure, inter-group relations, workshops on the handicapped as part of its stated goals.

Inter-group relations – what is that all about? We can call it child psychology and development, personal improvement, personality of the teacher, personality of the institution. Call it what you want. I don't care what you call it but what it needs to do is to allow people to have some idea of what they are like and some idea of what other people are like, and some idea of how they interrelate. Skill development in which the aide may seek personal remediation as well as development and experience with the academic programs of the students – in other words, let's not penalize Mr. Smith when he comes to the school with a 3rd grade reading level. Let's say we understand that and we provide assistance for him to improve. Workshops on the handicapped should be conducted for aides in order to increase their effectiveness in the classroom. What is a handicapped kid like? What is a normal kid like? What can we expect? What are some general expectations? What does it mean when a kid has that problem added to it?

An effecti teacher ai team is one in which both members have participated in setting the goals of the class, the division of la r is acceptable to both parties, and the evaluated criteria have been established to check progress. Let me s ain – the effective team is one in which the goals are clearly understood by both. It i n whic we divide the pie; your share is satisfactory to you and my share is satisfactory to m. It mea ronitation; it means people working together and working out their problems. For once the divi labor is mutually acceptable, then I think it lessens the degree of tension and anxiety on both parts. divide the pie and you're not satisfied with mine nor with yours and I'm not satisfied with your gettin Let's divide the labor so it is mutually acceptable. If a teacher says to the aide - you teach the moder n. Oh yeah, I'm the teacher aide and you're making $5,000 more than I am, but I'm afraid to s ter d in math. I can do a lousy job of it and it creates tension between the two of us but we n mmu cate about it. The teacher is saying; I don't know how to do it either. The last part is evaluation crite a. This is something that needs to happen in schools anyway.

*4) Evaluation:*

Evaluate our progress. We don't begin to think about evaluation initially. Those of you who are familiar with instructional objectives, which is also another fad, know we need to think about objectives and means for evaluating them at the beginning not the end. We need to evaluate the things we thought we were going to set out to do – we either did it or we didn't. In any case we can establish the fact that it's done or not done. Then its clear from the beginning what the expectations are – what the goals are. They should be true to the job description. Here is what I expect. There is no mystery about it. I do this with student teaching. This is the criteria I use for evaluating your performance. I don't care about the heat, the lighting, a clean room or a dirty room, what you wear; I am assuming that you are reasonably rational. Here are the things I'm looking at in terms of evaluating you in a teacher role. So they know - they know when I come I am not looking at these things - I'm looking at the things we've agreed upon.

In terms of teacher learning dynamics we need to set up some kind of evaluative criteria to establish progress or non-progress. We need to do this in terms of our whole educational philosophy. We should be concerned about evaluating the whole system.

What are some of the duties an aide should perform? A whole list of duties could be outlined. The duties can be allocated on the basis of what the job demands. There's no way I can say this is what a teacher aide should do in a classroom. Nor would I presume to do that. I think the school should come together and create some kind of policy - a general policy about what an instructional aide should do – what a library aide should do for example, what a monitoring aide should do. There has to be some common sense and flexibility built into it. On the basis of what an aide's strengths and weaknesses are as they are paired with other people, it would change the human color of what the actual working relationship is in a classroom. We need to be flexible to encourage people to use their common sense. It needs to be worked out in print in a handbook. Job descriptions – they have got to be there. There has to be some way to evaluate. Some objectives stated as to what a person's responsibilities really are.

Last night it was mentioned that generally the job description comes at the end when the principal runs around for three days to gather documentation to fire a person.

In summary, I'd like to recommend the hiring of a coordinator. One who has the responsibility for teacher aides. Someone whose chief responsibility is to administer this program. It would be a person to whom an aide could ask for assistance in difficult situations, an advocate for their positions. In other words, don't hire someone who doesn't believe in the concept. Don't hire Joe Blow the physical education teacher because it is time for his promotion, if he doesn't know and understand about the concept. We do it all the time – we're great for it. But with these teacher aides we're going to really get it. It would be a person to whom an aide could go and feel confident that there will be a fair hearing. Fair assessment, all we're looking for is equity. Supervision by the coordinator should be worked out so that it does not become an oppressive kind of situation – supervision is not a spying process even though some like to think it is. It is not a spying process, it is a supporting role. At least it ought to be a supporting role – if it's not it ought to be stopped. In other words, we're not putting people into positions in which we think they are incompetent or not qualified. If we are, then it is in fact a spying role. Putting people into positions in which we think they can cope and in which we will be supportive, that's the language we should start using. Supervision by the coordinator should include frequent classroom observation, discussions between teachers and aides, conferences between the aides themselves, conferences between the teachers themselves. There should be provisions for moving aides in situations where differences interfere with team effectiveness. It should not be a penalty kind of thing. Hopefully a skillful supervisor can spot deteriorating kinds of situations before unpleasantness occurs. Let's not wait for the explosion, let's find out when the problem begins. Let's say my door swings both ways – if you have a problem don't go home with it. When you come back the next day it will be bigger and worse. It's going to affect the way you operate in the classroom particularly when you are in a subordinate position. This coordinator should be available on the basis of always being ready at any time to assist with problems. People should go to the coordinator with the cooperating teacher if the situation is possible to try to work it out. At least to make someone else aware that something isn't right. Sharing is really important. The success of the coordinator can be observed by the effectiveness with which he is able to assist the aides in adapting successfully to their new role. It calls for a really creative person. We can also put some kind of objectives there for the coordinator and set up some kind of evaluative criteria – performance criteria to determine whether or not it is working. Whether or not for example, if the aide can really go to this person. And how well he is really using the classroom – whether or not he is able to

make the team really operate. Sometimes just a third ear helps—is he really able to stay untainted as such. If he sounds like he is too much on this side, is he able to keep the delicate balance necessary to keep the channels of communication open. Also, I think we can determine the effectiveness of this by the levels of competency developed by the aide. In other words, is he able to create a program that increases the competency and development of the teacher aides as they operate in the classroom.

I would like to end my discussion with a little bit about the new careers program. We've talked about recruitment, a little bit about training, supervision. We need to look at it as a total concept in terms of being an important opportunity for people. We have what we call the school volunteer program in Boston in which we have a lot of people with degrees calling up volunteering to be library aides, monitors for teacher aides in the classroom. There are thousands of people in the state of Massachusetts who could do this in a program of this type. But it is more than that - it means much more than that particularly to urban teacher aides. We are finding that it means much more than that to a lot of suburban and rural aides. Generally, before the thrust was there it was a volunteer position and now we are finding that the teacher aides are unionized and being accepted into the union, that they are organizing and creating their own organizations. It is a new career opportunity. I think all of us could probably look at some teacher aides and say "how come you're not a teacher?" Whatever a real teacher is. We can sense that this person has whatever that mystical combination of relevance really is to be a teacher. To make some kind of impact - something happens when that teacher relates to kids. Something positive happens. We found in some cases that this person has all the usual set of experiences that most people have when you take a cross section - but they missed the educational component, and boy we lock them out don't we? No high school diploma? You're the best teacher aide we ever had but you can't stay because you don't have a high school diploma. You don't have high school equivalency? You have to leave. Yet we can say on the other hand that something happens when this person is in front of the kids.

So it is a new career opportunity. Lots of times we have an opportunity - we can at least think about the need for educational institutions to be involved to legalize, certify, or degree-ize a person so that his background can meet the demands of the State Education Department of whatever it is. This is not to say that degrees are not needed. Let me put it another way. It isn't to say that degrees are not important, but it is not intended to mean that education is not important. New careerists, meaning participants who have the opportunity if they choose to further their education and enter the profession as certified classroom teachers, are increasing in numbers across the nation. The concept of para-professionals is one that is truly serving a desperate need - you could all agree to that. It is not a make-work proposition. No, we did that earlier with teacher aides. We have done that with everybody. In fact, with engineers and other people who have been fired because Uncle Sam is taking his money back. I think the experience is good for these people, people who have gone to school, got their degrees and never thought they would be unemployed. The people who don't know how to sympathize with people who are unemployed or underemployed on a regular basis. There have been a lot of interviews on TV with Mr. Engineer who is really horrified and astounded that he's on welfare. He lives in suburbia and is mortgaged to the hilt - he finds that he has to go down and get into line every week to pick up a check from welfare. I feel that the experience is tragic but a good experience. I wish that more numbers could experience this because I think that it would do something in terms of broadening their understanding of what it is like to be unemployed. Some of them have been unemployed or underemployed for a year or more. One hundred fifty bucks where they used to bring home four or five hundred bucks is a real pinch in the pocket.

The concept of para-professionals really is one that is serving a need, one that will expand and develop as school systems across the land will realize the effectiveness and efficiency of teacher aide programs. Schools are bankrupt. "There just ain't no money anymore." I think teacher aides are going to be used more and more in schools, not just because we are committed to improving the quality of education, but because it makes economic sense. The concept will be expanded.

But what about the aides and their careers? The career ladder concept is without a doubt, the most significant feature of a teacher aide program. The effective institutionalization of this kind of program is related to the adoption of a career ladder concept. The concept provides for different levels of performance with carefully outlined goals, responsibilities, salary levels and promotional standards. This differentiation of teacher function means an aide may enter at the simplest level, decide to stay there, or move forward.

Career ladders such as this exist in many cities. Most have four or five steps such as tutor, aide, assistant, associate, and credential teacher, each with a specific task and role defined. Le me underscore that because that's important. Let me also say that in terms of the university's part in this that the university is now organizing itself – its College of Education – to provide teacher training programs exactly like this. A prototype teacher education program is in print at Northeastern University now. So this meshing of these two institutions will happen sometime in the future.

In conjunction with the differentiated levels, school systems must understand the need for a commitment to a flexible program which allows the aide to further his own education. What is being called for is on-the-job training with development leading to the next step on the career ladder. People that don't want to move should not be penalized. People that want promotions should be allowed to be promoted. The school must be committed to having a program that allows for this. When we talk about those that have been excluded we can see how the institution excludes them. For example, PTA meetings at 2:00 in the afternoon is not too good for urban city schools. You don't intend to have the parents there because they got to work; All day Saturday workshops or seminars are babysitting services. Even if you can find a babysitter who can afford it? If we really intend to be inclusive let's not use the old schedules, the old propositions that we know don't work. Let's talk about a meeting when people can really come, when we need a meeting not just once a month because there's something mythical about that. Let's talk about providing services that are necessary — maybe transportation or babysitting. Let's talk about doing everything that we think needs to be done - that will attract the people we really want to attract.

We're talking about a program that essentially is on the job training – at once you recognize that the concept is contrary to the traditional notions about training. Today we are talking about a new concept, a new idea where training, experience and advancement are built in.

## TEACHER AIDES AND THE MEDICAL MODEL

Philip Kamins, Ph.D.
Associate, Program Analyst
Department of Mental Hygiene
Albany, New York

*Introduction*

This exposure to the area of teacher aides is something very new to me, but in my type of work I seem to be continually exposed to new situations anyway. What I'd like to do, rather than just summarize what you have already heard, is to look at this entire impact of teacher aides as I see it through my own eyes as a professional somewhat outside the educational arena. In this way, perhaps I can make a meaningful contribution in the brief time allotted to me.

Lately, I have been thinking about the medical model, and I don't know that it makes enough of an impact on people. When you stop to think about it, if you use it as a kind of reasoning analogy, it can be very helpful in better understanding the role of the teacher and teacher aide, and their inter-reacting with each other and with their students. I'm not thinking in terms of the so-called "nuts and bolts" aspect of your areas of work, since that was very well covered and is very well understood by you folks, and also much better described by previous speakers. So, I don't want to get grounded in that hard-set concrete that Dr. Halliwell spoke about.

*The Medical Model*

When you think of the medical model, you think of a patient-therapist relationship and the fact that you have a patient with a disease or some kind of difficulty, physical or mental. You think of the therapist as someone who is trained to meet the needs of the patient. If you think of an operating room as one example, there is a team approach with everyone a specialist, employing the latest techniques and findings, based on the most accurate and detailed kinds of research studies. This is applied in a real-life situation, where someone in charge has to make life and death decisions. There is an element of importance and urgency there which does not exist in the classroom. The surgeon has a staff of people, including a nurse, an anesthetist, etc., and is assisted or supported by those people. The operating room itself has the latest equipment in terms of the lighting, the non-conductivity of the floor, etc. Everything has a direct bearing on the life-savings aspects. That is being ultra- scientific in a carefully arranged setup.

*The Teacher Aide as Clinician*

Let's shift out of the operating room to a person who has a cold or an allergy visiting a physician in an office. That is a similar kind of relationship, but here the skills of the physician are somewhat different, in the sense that this man is what you call a "clinician." The surgeon in the operating room doesn't think in terms of the patient's family relationships, his job, his life situation. He is limited to a very minute, although important, aspect of that individual's existence. The clinician, on the other hand, comes in contact with a patient's concerns, fears and worries - his psychosomatic ills. He has to treat ideally the whole person, which is a new concept in medicine: to think not merely in terms of the cough or the liver ailment, but in terms of the preservation of that person's health and adjustment as a human being. The clinician needs to establish rapport with the patient. He should have some empathy with the person he deals with. He should be concerned.

There is a close analogy between the clinician and the work you folks do in the classroom as teachers and in the teacher aide-student relationship. In medicine, aides are called "para-professionals," and certainly in education there is a place for persons to assist the professional teacher.

*The Teacher Aide as Therapist*

In institutions for the mentally retarded, the people who give direct care to the residents on the ward are attendants. They were originally called "nurse's aides," because they function under the supervision of nurses. The attendants have, in many ways, a very similar role in dealing with the retarded on the wards as teacher aides have in dealing with the emotionally disturbed in the classroom.

In a typical institution for the retarded, where education programs were implemented not too long ago, maybe fifteen or sixteen years ago, you used to have a recreation person, a music person, and so on, people who worked directly with the residents. Some roles were based on the medical model, for example the physical therapist, the occupational therapist, etc. In the meantime, other functions began to incorporate the word "therapy" in their titles, so that now we have "recreation therapists," for example, and there are many institutions which call their teachers "education therapists." It is not an outlandish thought, because the therapeutic function of an institution is to help the patient to improve. In the same way, within education, you are assisting what would ordinarily be the normal growth and development of the student; but of course, in working with emotionally disturbed children, there is more of a need for a therapeutic type of relationship. In this role, the teacher aide can be most effective. It is not surprising to hear the comment that in some ways many teacher aides can be very helpful and in fact do a better job than some teachers, because I know this applies in institutions, where a good attendant can frequently calm down an individual much better than a psychiatrist or psychologist, although these people are especially trained in dealing with behavior.

By and large, in many of the inter-personal contacts we have, the personal qualities and characteristics of individuals are so much more important, and frequently outweigh the degree, or the course work, or the status, or role, or the size of the paycheck, or the number of years of experience. Based on my previous experience, having administered in areas where attendants work with the mentally retarded, many of whom are emotionally disturbed, I have an especially warm feeling about the role of the attendant. I am reacting the same way to the role of the teacher aide.

*The Teacher Aide as an Institution*

There is another thing to look at here, and I think all these things have been expressed before, but I want to pull them together from a different viewpoint. That is, in the education system we are dealing with a large system, which could be called a "macro-system." That is a scary word. Large systems have certain characteristics, some of which apply to the use of teacher aides. Here the analogy of the institution model is helpful. The institution is departmentalized and specialized. You have a similar kind of specialization with the roles of the individuals, and with the different levels of supervision, which may or may not be helpful. Frequently they are a hindrance, but they are built into the system. Here we have discussed some differences in the roles of teacher and teacher aide. In the medical profession, there is the same kind of difficulty, in terms of status, caused by the professional hierarchy, where each person has his role defined. In medicine, it is defined so carefully because there you can cause death, so the doctor may prescribe, but not the nurse. In education, the idea of teachers having assistants is well accepted, but their respective roles need to be more carefully defined.

The reason why the medical model is a useful reasoning analogy is that from a professional standpoint, this type of thinking exists. For example, the standards that we set in education, and the licensing and certification procedures, are an outgrowth of the feeling that, "If you're going to have somone cut you open, be sure that person has adequate training in medical school." As an extension of that attitude, teachers have been required to be licensed. Probably, in the future, some standards of this nature will be required for teacher aides.

In large systems, there is a self-perpetuating characteristic, and once you bring in such a new entity as the teacher aide, the chances are excellent this type of individual is definitely here to stay. Looking ahead, say 60 years from now, it is also likely that teacher assistants will have assistants, only they'll probably be called something else.

As for academic requirements, I understand that in Syracuse there are no specific qualifications. In the Department of Mental Hygiene, where we have Teacher Assistants, there is, fortunately or unfortunately, a two-year college requirement. So, there will be a tendency for this whole program to become more formalized, which happens in large systems. It is even possible that this will result in more paper work where it was originally intended to help reduce paper work.

I have also observed the tendency toward a need for written procedures, for rule books or handbooks. In my work with attendants, I was reluctant to write down all their duties, because the more specific you become, the greater the chance that you will leave something out. You are going to run the risk of this matter of, "Well, this is not part of my duty." I always thought it was difficult to specify and enforce the most important part of the job, which concerns the interest in and understanding of the disturbed child, the love, the individual care and attention and so on, that the attendant brings to the job. These aspects of the job are at least as important in the work of the teacher aides.

*The Human Model*

That leads me to the human model – the most fascinating aspect of all. When you deal, for example, with the medical model, it is people who fill the roles and upon whom all these carryings-out are based. We have people who learn fast, with innate talents and skills; we have people who can sabotage a program; and we have people who are unpredictable. A very important element of the system is that you don't know in advance which aides will work best with which teachers and which group of students, and it doesn't hurt to juggle these relationships around to provide the best care and training for your children. The human model is the area where you folks bring into play your own needs and aspirations, talents, insecurities, and all sorts of other things, without moralizing on them or calling them good or bad.

Sometimes, in the eager creation of new programs, unwittingly or unintentionally, we create monsters. This is a difficult situation - creating a new role for a teacher aide – without as yet having built in certain protections. I hope efforts will be made to protect the dignity of the aides, to create an adequate status for them, to insure that they get adequate rewards – I don't necessarily mean in terms of fringe benefits or salary levels, but respect for their role, and the acknowledgment that they have an important role to play. I hope that by taking into account the human model, those of you who are administrators and those of you who are teachers and have to learn a new thing, that is learning to work with teacher aides as an added responsibility, will profit by the experience and incorporate this new role into a more dynamic and rewarding growth system for your students. Thank you.

Dr. Nick Muto
Associate Superintendent of Schools
Wellesley, Massachusetts

This is a workshop on the utilization of paraprofessionals in school programs for emotionally disturbed children. It is obvious, from listening to the other presentations that our topic is more generic than just the utilization of aides in classes for the disturbed child.

Why do we need aides? What's wrong with the educational system that we need more help? Are we failing to educate our children?

We cannot admit failure because failure is suicide. We are so dammed concerned with who is doing their job right or wrong and we are always looking for those who are doing it wrong. So we can't have failure. Unless you have open communications with the people you work with you are going to suffer with this all the time.

Who does what? A certified teacher or the aide? First thing you have to believe (and you must be convinced of this) people are beautiful. People have skills, people have talents. How often have you met someone and your category system has them categorized because they have a mustache or a certain haircut. After you get to know them and talk to them their appearance begins to change and that is the first step into the beginning of assimilating aides into the bureaucracy. When you begin interviewing, look for talent not credentials.

What I am going to show you is how much talent there is sitting in this room right now. What I want you to do is have the first row of people turn their chairs and face the person in the second row. Do not be modest – you all have talents and you all have skills. Find out what expertise these people have—what talents and skills. Last year one of the teacher aides came in and she was an excellent seamstress. She worked in that school for two years in the lunchroom until someone accidentally discovered it. She is now teaching sewing in the second and third grade. Would you interview the people across the way please?

*Editor's note: At this point all of the participants joined in a half hour process discussion. The process was dyadic and served to both get participants interacting with each other and to produce material for the ensuing presentation by Dr. Muto.*

Music, sewing, crafts, cooking? Photography, fishing, gardening? Skier, football manager, knitter? Dramatics, sculpture? The resources in this group are fantastic. When I was in high school I played football, basketball and baseball. Now at the age of 42 I can't find anyone to play with because if I do I'll get killed. I don't know how to play tennis, I don't know how to fish, know nothing about archery. Golf–I played two years ago and I was so bad I was embarrassed. I think this is the beginning of a fantastic school. People are beautiful and people are talented.

When you interview people find out what their skills and talents are and put them to work. I hide behind a Ph.D. and oftentimes I go to work in the morning and would like to get some changes made. I think to myself - if I was God I really could get something done. It takes four or five minutes for me to get toned down. I go to work every morning psyched up. On the way in I listen to music, have my whole day worked out, I'm really going to plow in. I go in and sit down–I'm going to do all these things–but then I really have to be God to do them. It takes me five minutes to get re-psyched.

What are our feelings? All of you are in some kind of job. You all have credentials. Are you in a job right now that calls for a particular skill or talent, and you really don't have that skill or talent– how do you get around it? I have the curriculum from kindergarten through twelve. The whole thing. I want oftentimes to go and teach some classes just to keep my hand in. I teach at the university because by now that is a little communication I have learned. I wouldn't dare go in a kindergarten - I wouldn't know what

to do with all those little kids. I love children—but I wouldn't know how. So I fake it. When people ask about the kindergarten program I fake it. What do you have to do in your job that you don't know that much about? What do you have to have credentials for? That is a real problem in our society. Oftentimes teachers are stuck with subjects simply because they have taken a particular course. They are stuck with it because there is no one else in the building who will teach it or they are the last person on the picking order. Jerry Weinstein told me a story about a 9th grade geography class—one day he was telling the kids - today we are going to study about the seven basic products of Argentina. He had been telling them this every day and one day one of the kids really threw him for a loop—he asked how come they had to learn about the seven basic products of Argentina.

Jerry used basically the same technique each of us has used. 1) it doesn't seem important now, but some day! 2) you're going to be older one of these days and you'll be going to some cocktail party and you never can tell when some guy will come up to you and say: "Hey buddy do you know the seven basic products of Argentina?" If you don't know, what a ninny you'll be. 3) Most of you will be married and sometime planning a vacation. Your wife will say, "where are we going to go?" You will say: "Back in 9th grade, and on and on." This is the problem with relevance—people get stuck with it and don't admit they have weaknesses and need some strengths.

I know aides who have traveled around the world and teachers who are fresh out of LeMoyne College who are teaching courses and not utilizing the aides who have some valuable information.

It all revolves around the area of open communication. If you have to resort to memorandums, bulletins, announcements and strictly go by that handbook we are all in trouble, because the bureaucracy depends on this. The retreat position some people take is behind the memos. We refer to the State Education Department as memoland.

The next area we will cover is the area of role clarification. Notice that it is different than role definition. Role definition implies a rigid job description. Role clarification is different in this respect - role clarification means that it changes and is inter-active - it is not a role of isolation. You have a role because of how you work with someone else. Sometimes in my home I'm a provider, sometimes a decision maker, sometimes I'm the one that is picked on. My role changes there although I'm the father. It is a role that is in relation to other people and that has to be clarified. Wash the blackboard, take the kiddies to the john etc., is not the role—it is the role clarification you work out together. You have to talk about the role as it is perceived - you have to talk about role perception. When you swing is when both of you perceive it in the same way - you have a mutuality of role perception.

Roles are developed, worked on, it is negotiated, it's compromising. Then you make a job description but that's not rigid. Now we go the training part of it. Training for what? Nine times out of ten most of this junk is irrelevant. Because you get the materials, you get the training and you get the lunchroom job. What kind of training do you need to take the kiddies out of room 217 and take them to the john? In a few seconds you have the path all figured out. Training should result in something—if you have training you should get more money. Your duties should change. The big question in training is training for what?

It should be on-the-job, or in-service as you go along. It should be a result of what is happening. One of the problems when we ran a training program in the Central New York area was we had a big pre-service training program, and we asked for questions and could not get the questions. We ran out of money then so in-service was forgotten. Then the aides got into the job and several months later had all kinds of questions and there was no one there to answer them. We taught everyone how to thread a projector—96 trainees and they all could thread a projector. We thought of library skills—four of the 96 worked in a library. What I am saying is - find what the task is - give the training to match that task.

I'm trying to talk about some way of bringing humaneness into an institution or bureaucracy that is inhumane. We are so super-organized in our country that the organization comes before people. Think of people - how talented are they. Another thing-get consistency in what you say you do and what you think you do.

What I could possibly do is talk about loving children. That gets pretty hairy—I'm sure no one in this room can say they hate children. I think we all love children. How do we love children - how do the children know we love them? What is our behavior that shows them how we love them? Our behavior and what we say we do is not consistent.

We grow in funny ways too. We get more skilled in certain areas and we start to depend on the skills in the organization. For example: two weeks ago I was in Port Authority in New York waiting for a bus. There were three chairs; I was on this chair and there was a lady on this chair and she was kind of weepy and had tears in her eyes. I looked over and tried to pretend I didn't see it, because I wasn't going to get involved. Another lady came by and sat down and said: "Where is the airport bus?" I said: "ndjeicnk." She turned to the lady on her left and said: "Is there something wrong honey?" Then the woman started to tell the story and I heard her say she was going to Boston and was torn apart because of a decision she had to make. Her two sons lived in Boston and she lived in New York. They wanted her to move in with them. She said, "you know I love my daughter-in-law but you know mothers-in-law and daughters-in-law. I am under tremendous pressure - they want me to come up and I know they want me to stay with them." The woman next to me said: "Honey, don't worry it will all work out. Pray—praying helps." She kept this up for a couple of minutes. Then her bus came; she got up and walked out. The woman felt much better when she got on the bus. One good thing - this shows where my values are. I come out very high as a humanitarian. I always prided myself on my humaneness. Sitting two seats over—what an opportunity to bring comfort to someone and I blew it. I started to analyze this—I talked to my wife about it. This is where you get trapped in the bureaucracy and the system. I came from a neighborhood where they wore patches on the patches - the same kind of neighborhood this woman came from. I could talk this language when I was there. I've grown out of it. I've become pedantic. I've gone the professional route and can't talk to this woman and how the hell are we going to help each other in society if we can't talk to each other. Let's not talk of what we can do and how to help people. Let our behavior be consistent with what we say. This is the idea—when you say you want aides in the school building don't get caught in that Biblical sense that light begats light. Don't bring in images of yourself. This is one of the things that teachers try to do and we don't need more teacher images.

## PANEL DISCUSSION

"Focus on Detailed Problem Areas"

PANELISTS

Chairman - Dr. Donald Lammers
Mr. Donald Evans
Mrs. Lutishey Howze
Mrs. Helen Hartle

## EDITOR'S NOTE

The format for the panel discussion differed from the usual model followed at educational workshops. Due to the high degree of involvement and enthusiasm of the participants the panelists chose to serve as resource members and opened the panel discussion to questions from the participants.

**QUESTION:** We have a problem of indecision: on short range and long range goals. For example, on handling emotionally disturbed children, how should one perceive a long range goal? Should a long range goal be defined as to allow the child to re-enter or enter for the first time the regular school system. Primarily should this be our concern or should this be a short range goal. A longer range goal would be to prepare the child to function, to cope, to have credibility, flexibility, tolerance, to positively and constructively adjust, and hopefully with a positive self concept. There is a distinction. For example, a boy of sixteen—would it be imperative for us to demand of that child that he comply with our long range goals—a teacher's long range goals to go back into the school system, or would it be more realistic to advise him to go into the service after extreme and extensive consultation and work with the child.

**PANELIST:** I would say that as far as goal setting, one of the things you need to remember is that it has to be flexible so you can set up a long range goal. That still doesn't mean that that is the ultimate because you may change that if circumstances warrant. I think that as far as teachers and aides are concerned, in setting goals for children a long range goal is a goal that you hope to achieve after having worked with an optimal length of time. Your long range goal would probably be to put the kids back in regular classes. Education's long range goals for all children would be the kind of goals you are talking about. Six months might be long range if you have a number of intermediate goals. I think it is important to set goals with the kid and not just have goals in your mind and the kid doesn't know where he is going. You might have a long range goal for the kid to be able to cope with a job situation, to be able to cope in society and you can't express this to the kid in terms you are thinking about. You have this urgency to help this kid and the kid doesn't know why. We have all been in situations like that when you feel compelled to do something and the kid looks at you and says what are you doing this for. Goals should be stated in such a way that you can evaluate them when you've arrived. So many times we talk about goals and use terminology which can't be evaluated. You can't really tell when someone has achieved self confidence. This is a very gray area. A child's return to a regular class perhaps without help from a resource teacher would be something measurable. Anybody who has anything to do with that child should also know what those goals are. Even though we only have a child at lunchroom or playground we may be enforcing something that you don't want enforced or not enforcing something that you want enforced. You can walk by a teacher's room and see something going on and might think "that teacher is really out of it." It is hard to understand what that teacher is up to and she might be doing one of the most marvelous things in the world. When you come in with a goal, you say, "I think your child should be able to." Sometimes we have to accept the fact that he is only inadequate in school. Outside of school this kid is not only perfectly normal, he's got a lot of leadership potential and probably does a terrific job. Perhaps our goal is to make him adequate in school.

**QUESTION:** Why?

**PANELIST:** Because that is our role as teachers. That is a simple view perhaps but sometimes we do get sucked in. There are a lot of things we are not trained to deal with. Perhaps if it was the type of youngster who with careful handling, well-structured programs in school, would settle down—stabilize and begin to grow, then you could use this as a point in dealing with parents. You could say—look, this is what we are doing in school, these are the results we can share with you, can you borrow ideas from us and techniques we are using to help you with the youngster at home. If this can be done on a mutual sharing idea where you can get the parents to cooperate with you, then I think the teacher should go as far as he can go. This could be a principal, teacher's aide or whatever it is. I think you are trying to set limits in terms of role rather than personality.

**PANELIST:** I'd like to comment here—in many cases you have the confidence of your pupil and he is telling you things he would not tell another living soul and he doesn't want anyone else to know that he is saying these things to you. If you get too close to the parent the child is not going to trust you anymore. The way we guard against that, the way teachers and teacher's aides and I work together, we share with the youngster in terms of the school situation; he is our concern. Before we make a telephone call to home or make a home visit we sit down with the youngster and say: "this is what our concern is when we get home and you know we're coming." If it is at all possible we include the youngster in the conference with the parents, so that the youngster not only hears what we say at school but he hears what we say when we talk to the parents. At the same time we tell both the youngster and the parents that there are certain things that the youngster will share with us that we have to keep confidential and things that the parents share with us and it is the same way. They have to learn to trust us on that basis. If there is anything that is really important and vital that involves the child and the parents, all three—the school, the parent, the child sit down and discuss that.

**PANELIST:** I'm a little uncomfortable—I've heard the word "therapy" a number of times, I'm not sure what you mean by therapy. That's a general term. Counseling in terms of the educational needs of the child. I'm with you then.

**PANELIST:** In my situation I find it easy to work with kids—maybe I'm lucky. Sometimes a child will tell me something that he won't tell the teacher and sometimes a parent will tell me something he won't tell the teacher. But like Don has said, I have to share that because the teacher and principal must know in order to work with the child. The teachers tell me things so that I will know how to react in a certain situation. There are things you have to know in order to help the child. The parent will talk to me sometimes quicker than with the teacher and principal, but I don't keep it—I think the others should know. Maybe it's just being a community person and they are more relaxed. I don't go around blabbing their business, we are there to help the child. This is how we operate in our unit. Really working together.

**QUESTION:** What about the statement that the teacher should be teaching academics. I teach emotionally disturbed and I am really concerned for the child who shows no performance level change at all.

**PANELIST:** I would not want to lose sight of the fact that the "teacher" has a primary responsibility and obligation to give a child, whatever his problem may be, an academic program where he learns basic skills. Anything else you can add to that fine—but don't lose sight of that.

**PANELIST:** When I think of emotionally disturbed kids in school, they usually are not making it outside. We think of kids whose problems range a lot farther than their adjustment to school. The most effective type of therapy—I don't want to use that word, the most effective thing I've seen happening to emotionally disturbed kids in public school is good teaching. When good things are being done to these kids it is being done using the curriculum as a vehicle. You can disagree with that but it is based on my own experience, and based on talking with a lot of teachers. It's working It's not token economies. It's not psychotherapy. It's good teaching. I can't simplify, I can't break it down, I can't define what I mean by good teaching. It's not sitting down with a kid and commiserating with him. Everything is a learning experience geared towards your goals for that child. In other words, if you're teaching arithmetic you're teaching it to that child at his level and you're trying to make it relevant to the goals you have for him.

**QUESTION:** Is that what you're saying? Are you saying in effect that we are there in the school setup to teach school things? We should only work with those things that are relevant to that setting in regards to that child?

**PANELIST:** I don't want to get in too deep. We might get off the track here. Talk to the supervisors and ask them who their good teachers are. Go to observe those good teachers, go into the classroom and what do you find! You think you're in the wrong room because you don't see all the weird behavior. You don't see kids climbing the wall, you don't see them running around. They're learning and they're learning frequently with traditional materials. You say "what's going on," these kids are supposed to be sick. You find out that this is the most effective technique for helping these kids. I don't have the research to support this. Talk to Harold Shepard. Shepard has run a program for these kids probably longer than anybody in New York State. Ask him who the effective teachers are and how they achieve this effectiveness. We find many administrators, many teachers, and some teacher's aides becoming therapists and this may not be what these kids need most. Therapy they don't need. Most have had this for a long time and maybe this is their trouble. What you should do is teach. This is what you should work at. Maybe their problems are so deep-rooted and so serious that they need something we can't give. Let's not try to be all things. Let's teach, that's the way I feel.

**PANELIST:** My way of thinking is that you have to teach six hours a day; that's the only thing you have any control over. That's the only way to look at it.

**PANELIST:** May I just bring in one thing; about tools of the trade. Every specialty has its tools and the social worker has his special tool, the psychologist has a special tool and they all lead toward one thing. Simply said, making a child feel better about himself and being able to cope with whatever situations come up in his world. The tool of the educator is academic materials and helping him through the learning process. That is your tool to help with other things so that you may make a child feel very good about himself and help him to work better with other kids.

**QUESTION:** What if you cannot make any academic progress?

**PANELIST:** I don't believe that unless it is a child who is extremely disturbed, I cannot accept that statement. Because if you can take a child who can function at home, on the street, you can find some level to work with him in the classroom. You may have to start out with an hour a day, find out what his interests are, something that he finds some satisfaction in; and then you lengthen it to an hour and a half. If he can tolerate that, then you make his day longer. I can't accept the idea, and I won't accept the idea that there are youngsters that can't be reached.

**PANELIST:** One of our problems as educators is the inability to break down learning into extremely minute parts so that learning can really go down to something really really basic but I think that sometimes it is very difficult for us to see what the beginning of learning happens to be, and then break it down that far.

**QUESTION:** Even if we know how to break it down we might have a child coming from thirty miles away. The bus driver leaves him off, takes off and doesn't come back until four or five hours later. If a child can only stand one hour of learning what do we do with a child for five hours?

**PANELIST:** When I talk about learning I don't mean just working with books and papers, because there are so many things that children learn that contribute and help build on the skills necessary to get to the books and papers.

**PANELIST:** There are children who are difficult to work with for six hours. There are autistic children who do not seem to make much progress anywhere.

**QUESTION:** As I moved among groups yesterday I heard a lot of reaction about the commissioner's regulations. I wondered if people shared their feelings with you. The general tenor that I heard was: they're crazy. We're all doing it now. Are you all familiar with this particular document? I think you should know about these regulations and how they came about. They came from you or people like you. There is a breakdown in the approach to a career ladder.

There is a definition here for a teacher aide and a teacher assistant; the teacher assistant being higher than the aide. On the small group discussion on legality, yesterday, we had a lot of static on this and the fact that the teacher assistant—one of the requirements was a high school diploma. These regulations have been formulated by the teacher advisory board which is composed of professional organizations, teacher representatives, school administrators and state education people. They wanted that in there. This is where we get caught in the trap of what we say we believe and what we will do. The teacher assistant has to be a little better and being better means you have to have a high school diploma. Remember all the problems about whether or not you could leave the teacher aide in charge of the classroom?

**PANELIST:** Of course the State Department did not want to certify aides, as long as they were working as para-professionals or whatever. Working under the direction of the classroom teacher would be perfectly alright. Then we get caught up in the trap—the law. We get parents who say, "I don't want my child being cared for or supervised by an unqualified person." Then we get into definitions, we get legal cases; there have been a number of them. A child gets hurt when an aide is supervising; you're in trouble. The clarification on this then, we have two categories, the teacher aide and the teacher assistant. The teacher aide does non-educational duties, whatever that is. The ruling is you cannot leave a teacher aide in charge without teacher supervision. An assistant you may because she's got a high school diploma. How about if you're an aide with a high school diploma? I think you have to see if you qualify as a teacher assistant.

**QUESTION:** We were told that we could not send away for this certification unless our superintendent created the job of teacher assistant first. We would have to take a written exam to try out for the teacher assistant job.

**PANELIST:** The state is doing the certifying; we have no control over setting up positions. It would vary from board to board. The decision must be made locally. In our role of certification; we didn't even want to do that. We were pushed into it because of the law.

**QUESTION:** How is it the teacher aides can watch the kids on the playground?

**PANELIST:** I am sure your superintendents are going to be pretty careful; if there are no cases there is no problem.

**QUESTION:** There is one big fallacy with this; there is a supposition that there is something sacrosant about a high school diploma. I think they should determine first what kind of aspirations you have for an aide. What unique thing is that aide going to bring to the classroom situation. Sometimes just the very formality of an academic background would defeat the very thing that you want. We think of academic qualifications as being a formality and it is not. The world of life is an educational vehicle. If we think in these terms we are going to get right in the old bag of certification again. I hate to be personal about this the proudest thing I accomplished in my life is that I still don't have a high school diploma. I don't think anybody in this room has higher academic credentials than I do. I am so proud of the fact that I never graduated from high school that I can't tell you. I think it is disastrous when we get stuck with the idea that we must pursue a formality route and we're not concerned then with the role route. We are running into the same thing with certification; we are changing the basis of certification from four years of college to performance. You can't imagine the storm of protest we have from people who say; how can you possibly grant a certificate without four years of college? We just will not give this up you see. It is consistent.

**PANELIST:** If you were an aide who read this description, it would seem to say you are supposed to be in an environment with a teacher. This is for the superintendents to interpret. There are a lot of loopholes in it. On the school campus there is a teacher somewhere. Our group interpreted it as the teachers wanting to give up all playground and lunchroom duty which takes an hour and have the aide take charge in that time. They felt that as long as they were on the school grounds, legally they were covered. I am figuring how to take back to the department some of the thoughts of this group.

**QUESTION:** The irony of this whole thing is that we're talking about the fact that parents are the control yet how many people here who are uncertified are also parents. It gets ridiculous—we say that much of a kid's life is meaningful — that time out of the school and yet the only requirement for parenthood is biological.

**PANELIST:** I am opposed to teacher aides having to have a high school diploma but I am also opposed to teachers having to have a degree.

**QUESTION:** I think that is a very good point—to get back on it again we are so damm structured to certification, we are so fixed in to certification and the basic concept—we must have certain academic credentials. I find this completely opposed to good teaching in a lot of cases. I think a lot of good teachers start off with low academic credentials and the very nature of them going through a system sometimes ruins them. I say this because I've gone through this route. In all honesty I think I was a much more humane person. You're much more with it when you can relate to that role of being a humanitarian, emphathetic individual, the warmth, the one-to-one relationship. Frank Reisman in his study indicated very strongly that of all the values that came out of all the studies that he investigated at NYU and Washington; out of all this investigation came one significant thing. Those studies that were of value were those studies that were done in a teaching situation on pre-school kids done by and effectively operated by people who had similar experiences to the kids. If we go back and understand this kind of relationship and understand that if you have overcome the handicap that the kids have had and are having now or have come close to it, that your chances of becoming an effective teacher with that kid are going to be much more improved. I think that is the only value in Reisman's study - the only thing that he pointed out. If we get as far as we want to on the road to certification based on performance this is the way out of it. The point is we do get hung up and over-dramatize. We do get hung up on the idea that we must follow a sequence in academic progress and this sequence is sometimes overdone. I am the first to agree that someone who is pursuing an objective will be much more effectively helped than by pursuing their education once they become involved. If I had my way I would start teachers off as soon as I possibly could and then go on effectively making an educational attempt to improve their status. The first career ladder ever developed was in Detroit and one of the most important things in this career development is a parallel affiliation way of getting to the top and an educational way of getting to the top, with horizontal rungs all the way to the top. You can do it either way. We have to recognize that affiliation, world experience, life experience, exposure to kids; all these factors are important and they should have some merit in the educational process. If they don't we defeat the purpose of what it should be. Everything we are talking about is totally irrelevant unless we do recognize that aides are going to bring, hopefully, to those situations, things that we can't get any other way. We are capitalizing on the capabilities they are coming to us with and if we see this as a reason to hire them why not see it as a reason to recognize them as having some competency on a level that is above an 8th grade education or a 12th grade education.

**PANELIST:** There are four aides in this room who I have worked with and I know by their work that I would recommend them as classroom teachers tomorrow if we could.

**QUESTION:** I want to know from administrators and supervisors as well as teachers what training you expect aides to have when they come into your classroom and who provides their training. I got mine the hard way. Ask Dr. Kipfer—when I started in an emotionally disturbed class—it was on-the-job training. I was sent into the classroom and I was just as afraid of that kid as he was of me. I got kicked in the shins a couple of times and had my hair pulled. I knew the front and back of the room - running off ditto and other duties—well, I just wasn't with it. After Dr. Kipfer became my supervisor things became clearer. When we first started out everyone was thrown in together. I think on-the-job training is the best, the only thing is that you're taking away from the student while you're doing it. I do think there are some things the teacher aide should know, for example—the handbook, the ditto, how to thread the projector. I think it helps.

**PANELIST:** Two teacher aides from our system (there may be more I don't know about) have completed credentials and are now teaching in the classroom. Two of them have come up through the ranks. The academic way - that side of the ladder. They have to go that way now.

**PANELIST:** I am working at it right now. This is a new thing we got going – the career ladder is in Syracuse now. Tuition is paid – I work all day and go to school at night.

## THE OTHER SIDE OF THE COIN

Muriel Spears
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I believe that putting Teacher Aides on the educator's Career Ladder *compromises teaching as a profession.*

As long as I can remember, education has been low man on the professional totem pole. The work of educators, at all levels, has been frought with criticism, recrimination, frustration, inadequate staffing, and (what is seen by the public as) under-accomplishment. But educators had faith in themselves and the tasks they set for themselves. Pertinent training courses have been added to training programs and requirements for certification have steadily climbed. Continued education has meritoriously kept educators up-dated, efficient and higher paid. Special Education teachers have had to meet additional qualifying demands because children *not able to make it in regular programs* need more from their teachers .... new insight into individual differences, interpretative skills to discern and counteract learning disabilities, a more functional love for humanity, an unprecedented methodological adaptability, and enthusiastic involvement that is infectious. Our efforts have earned us as professional status in the minds of the general public as well as in the opinions of other professional disciplines.

Then what happens? We educators not only sanction but abet attempts to "open" the profession to all takers. Have we been mesmerized by government funding to the extent that we are willing to expand school programs just to get some of the gravy, and disregard the downgrading effect of the type of expansion we implement? How can educators, who have struggled to attain professionalism, who have unionized and broken state law by calling strikes to demand equity, and who have chosen this career in lieu of more lucrative ones wilfully endanger the professionality of education services?

Literature and current events, during the past decade, have been flooded with pleas to raise teaching standards in order to attract *better people,* to equate pay so education can compete with industry for *quality personnel,* and to pressure training institutions to spend brains, time and money structuring better programs for teacher preparation. How then can teacher *and* administrator be not only willing but anxious to open their Career Ladder to anyone who wants a job: How can we gamble on the "possibility" that untrained personnel are embued with the ability to deal constructively with troubled personalities that baffle the best prepared and experienced clinicians and educators? This rationale is why I say we sell our profession down the river when we place Teacher Aides on our Career Ladder.

It might be well to note the trend of official policy. In Guidelined (1:12) it sets qualifications for auxiliary personnel (in this case, Aides) at the *level of literacy* with "no academic requirements at the entry level." Justification for such a departure from tradition leans on the tired contention that "human interaction is more important in learning than diadactic instruction." (Says who?) It says further that "the applicant *must appear to possess* the personality traits and characteristics deemed necessary for wholesome and helpful relationships with children and youth." (By whose standards?) We are also reminded that the source of funds used to pay these new salaries will dictate the choice of applicant, for instance, if anti-poverty funds are used, those hired must be AT OR BELOW THE POVERTY LEVEL (Ibid.:11) with concern about the supposed personality traits they possess. The purpose, as stated, is the desire to "screen in" those who have lacked opportunity or incentive to develop their potential. To this I say: those who lacked opportunity have undoubtedly gone on to other employment because an ambitious, motivated person just DOES NOT sit around lamenting his fate. He doesn't wait for opportunity, he MAKES IT. And, those who lacked incentive to develop their potential are hardly the sterling examples of manhood or womanhood abounding now (several years later) in qualities worthy of student identification!

In other words, people who are out of work, who through lack of opportunity or interest have failed to prepare themselves for a career, have LITTLE INDEED TO RECOMMEND THEM FOR MEMBERSHIP IN A DEDICATED, EXACTING PROFESSION. Are we confusing social welfare with educational improvement?

I do not say that Aides should not be hired by schools. There are a multitude of non-instructional and instructional-with-supervision tasks they COULD perform. Teachers have been laden with chores that could be handled by non-professionals. So: hire Aides to do those duties that are time-absorbing, routine and sterile .... yet necessary. Free teachers to do the job they are trained to do.

To this point Kaplan (2:53) suggests that an intelligent clerk could be hired as Attendance Coordinator and full-time "clerks" could be used to supervise the lunchroom, run the School Store and direct the Employment Bureau, among many others. This will "restore the teacher to the classroom where he is needed." (Ibid.)

Even student teaching threatens the continuity of instruction as "many good teachers sit on the sidelines while student teachers teach their classes." (3:342) There may be no way of avoiding this type of interruption that weakens instruction temporarily because, in the long run, it strengthens the profession.

To improve the educational function NOW, we have to build on the assets of the entire staff. Teachers are the life-line of learning and their situation should be given FIRST priority. We have to give them *time* to relate to children; give them *time* to plan activities that will break through the aura of authority teachers inherit so children can interact more freely with them; give them *time in the classroom* to use their expertise without interruption. But, do NOT try to revolutionize learning amongst children by simply inserting miscellaneous adults into classrooms! Do not assign an Aide to a teacher and wind up creating a whole new Aide-centered category of planning, indoctrinating and training obligations. Reger (4:7) puts it well when he says that "...in the typical seriously emotionally disturbed program where class sizes are small and more time is devoted to instructional, rather than routine non-instructional tasks, the Aide becomes one more person for the teacher to plan for." And if the teacher is truly disorganized or unskilled, then again "the Aide is just another person standing around in the way." (Ibid.:2)

Instead of assuming that Aides are, can be, ought to be, or will be so skilled in social interactions and ethics that sensitive, searching, deviant children will find comfort and logic by the mere fact of their accessibility, I prefer to capitalize on the built-in character references of the teacher who knew in youth that he loved children and chose his career deliberately: Are not these the people best equipped both psychologically and traitistically for pupil identification? This points up Reger's tentative conclusion that special education programs find the Aide "is not worth the time, effort and financial investment that (is) necessary." (Ibid.:1)

Optimism rides on the belief that classroom teachers are totally enamoured by the assignment of a full-time Aide. This is not true. Several teachers I spoke to recently said they could not begin to use Aides satisfactorily because of the extra hours of preparation entailed; because daily lesson plans often fall by the wayside in order to settle immediate issues; that children manipulate for favors and attention when there are two adults of equal (or apparently so) status in the room; and, because Aides are not always receptive to taking directions, are poorly grounded in educational theory and concept, or are not content with their assignment. Idealism is great, but reality is fact!

Career movement from Aide - to - Assistant - to Associate - to Intern - to Teacher is acceptable IF Aide is omitted and Assistant, with no less than two years of College, becomes the first step of the Career Ladder. Assistants, who have been industrious enough or intellectually stimulated enough to have finished half their College work have at least pointed themselves in the direction of a meaningful professional involvement. Aides, not hired for specific tasks as mentioned above, could be hired and used as semi-skilled employees similar to the stenographic pool in businesses: available for use, when needed, by teachers upon request.

The purpose of this paper has been fulfilled if it has stirred anyone to think over what I have said. We are often too complacent and accept changes as one of the silent majority instead of "how does this change affect me in my job." I want professional standards of education to rise as necessary but I am against lowering them for any reasons! When additional personnel is needed and funding makes money available, HIRE; but, hire the number and kind of people who BEST MEET THE INSTRUCTIONAL GOALS OF THE INSTITUTION without impinging on the earned rights of solid core professionals also doing a job. Spend money on other-culture teaching experiences to broaden the skills of teachers, lower tuition or add to the stipend help to make it possible for still more teachers to refresh themselves; do what has to be done with TRAINED PERSONNEL FIRST ... then accommodate the others. Why speculate on possible future teachers who seek employment as an economic expedient? MONEY SUNK INTO TEACHER BETTERMENT IS THE KIND OF INVESTMENT THAT CARRIES A DIVIDEND.

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EVALUATION OF SPECIAL STUDIES INSTITUTE
Randolph House, Syracuse, N.Y.
February 17, 18, 19, 1971

NUMBERS ARE PERCENTAGES OF TOTAL. COMMENTS ARE COMPOSITE OF THOSE MADE.

I. OPENING SESSION

A. Rate the session as a learning experience providing you with fresh ideas:
57 Stimulating 27 So-so 16 Same Old Stuff

B. How well did the session meet your needs - that is give you useful information:
25 High 50 Average 25 Below Par

C. Rate the planning of the session:
56 Good 28 Average 16 Poor

D. What would you change in this session if you were in a position to do so?
Speaker had too much information, took too much time to give it - too late in the day.

II. THURSDAY

A. Rate the session as a learning experience providing you with fresh ideas:
78 Stimulating 19 So-so 3 Same Old Stuff

B. How well did the session meet your needs - that is give you useful information?
60 High 38 Average 2 Below Par

C. Rate the planning of the session:
80 Good 18 Average 2 Poor

D. What would you change in this session if you were in a position to do so:
Eliminate the wrap-up. Give more direction to groups and allow them to interact with speaker.

III. FRIDAY

A. Rate the session as a learning experience providing you with fresh ideas:
85 Stimulating 15 So-so -- Same Old Stuff

B. How well did the session meet your needs - that is give you useful information?
62 High 36 Average 2 Below Par

C. Rate the planning of the session:
87 Good 13 Average -- Poor

D. What would you change in this session if you were in a position to do so?
Provide more time with main speaker.

COMMENTS -- Reaction to No. III showed many responses indicating feeling about the Institute as a whole. Most people were enthusiastic. Two people marked everything "poor". The most common complaint was that emotionally disturbed kids and how to handle them were not emphasized. Rather, emphasis centered upon utilization of teacher aides.